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ABSTRACT

This guide for teachers of German emphasizes the primacy of listening and speaking skills at all levels of instruction. Contents include information on: (1) philosophy and ultimate goals, (2) student recruitment, (3) program sequence, (4) English in the classroom, (5) grammar, (6) articulation, (7) independent study, (8) grouping for student-centered work, (9) reading in the second-year class, (10) suggestions for out-of-class activities, (11) rapport building, (12) use of electronic classrooms, (13) evaluation of student performance, (14) some "do's" and "don'ts" in testing, (15) how to use a film, (16) accountability, (17) professional organizations, (18) progressive development of the four skills, (19) flow chart of German courses, (20) suggested general activities, (21) suggested procedures for using "Verstehen und Sprechen", (22) materials, resources, and equipment for each German classroom and department, and (23) general linguistic and cultural objectives of introductory German. (RL)

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ATLANTA PUBLIC SCHOOLS

GERMAN GUIDE

1971

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Atlanta Public Schools

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PREFACE

Much has been written and said about the so-called "revolution" in language education during the past decade. Within our nation there has been a growing awareness of the alarming rate of increase in the need for persons who can speak a foreign language. In emphasizing the increased need for world communication, Howard Sollenberger, Dean of the School of Languages in the Foreign Language Institute stated that foreign languages are "a subtle and basic instrument in the cold war, and speaking is more important than writing."

As a result of this awakening, revisions have been made in both content of subject matter and in teaching methods to bring about a language curriculum to coincide with the changes in modern society.

Recent advantages in communication and transportation have brought the people of the world in closer contact through travel and study as well as business and professions. Consequently, in language learning there has been a shift from the concentration on grammatical and structural concepts to greater emphasis on cultural or international understandings with speech as the most important means of communication with another culture. Obviously then, the most significant outcome of this "revolution" is an effort to make the learning of foreign languages available to all students as early as possible and to orient teaching procedures primarily toward mastery of the spoken language.

The modern approach to language teaching could be summed up in the words of Howard Lee Nostrand, who wrote:

"Our basic aims are to develop individuality and a good society. We want to build cross-cultural understanding and communication in such a way as to bring about a harmonious world order enriched by a diversity of cultures and composed of persons who can sustain and enjoy the cooperative effort essential for creating such a world order."

Even though our basic aims are likely to remain relatively the same over a period of time, our procedures will probably undergo constant revision and improvement. With this thought in mind, we are assembling this guide in an attempt to approach these aims with primary consideration to German as our target language. Bearing in mind further the importance of hearing and speaking as a direct means of communication, we consider it our main objective to attempt to determine and set forth the best linguistic behavior for attaining our goals.

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Foreign Language Teaching in Atlanta

A. Philosophy and Long-Range Goals

The study of foreign language has a vital contribution to make in the education of today's youth. The long-range goals of foreign language teaching in Atlanta are as follows:

To enable the student:

1. to comprehend aurally new arrangements of familiar material when spoken at normal tempo and with normal intonation and rhythm
2. to reorganize familiar vocabulary and grammatical forms and to apply them to new situations using pronunciation and intonation in a manner acceptable to a native speaker
3. to read for direct comprehension without constant recourse to a bilingual vocabulary list
4. to express his ideas in writing without conscious reference to English
5. to apply spontaneously the language skills he has learned to new situations
6. to understand the nature of language and that there are certain relationships between English and the foreign language
7. to appreciate the foreign culture for its own merits rather than from the standpoint of Anglo-American culture
8. to recognize the universality of human experience
9. to gain cultural and aesthetic insights for individual growth
10. to evaluate our country's relationships with German-speaking nations and to consider our mutual inter-dependence.

B. Who Should Study a Foreign Language?

1. The opportunity to study a foreign language should be open to all students. Goals should be broad enough to allow students of differing abilities and interests to move toward their potential in this area. With such scope available, then all students can sincerely be encouraged to gain the profit and enjoyment from learning another language regardless of their vocational aspirations; moreover, unlike the college bound student, the terminal student may never have the chance for such an experience again.

2. Any student can be attracted to the foreign language curriculum when it is understood that evaluation will focus on individual effort toward reasonable aims rather than on some simple, teacher established standard of achievement.

3. Every student can achieve some degree of success in foreign language study. The fact that he has learned to understand and speak English is a definite empirical indication. We teachers may need to emphasize positively the progress made, reminding students that their mother tongue was not mastered overnight! Opportunities to use what has been learned will provide a growing sense of accomplishment for each individual as well as motivation to continue learning. Since "success breeds success," we shall need to show approval and pride in what has been learned rather than permit students to become furstrated and defeated by all they still have not mastered.

C. How Long Should a Language Be Studied

1. Length of study seems to be the chief determiner of competency in foreign language learning. Therefore, all students should be encouraged to take a longer sequence in one foreign language instead of dividing their time between two. Those with FLES experience should be counseled to continue the same foreign language in secondary school to reap greater gains from the early beginning.

2. The high school department's first objective should be to provide a minimum of four sequential years of study in at least one foreign language.

D. The Place of English in the Foreign Language Classroom

1. If the language objectives listed are accepted as valid goals, then it must follow that most of the instruction be in the foreign language. As little English as possible will be used in the beginning courses, and, as a general rule, none in the advanced courses.

2. Clarity and efficiency may at times require the use of English, especially for test instructions. English would undoubtedly be needed in discussions related to the nature of language learning; these brief sessions would probably be completed in the opening weeks of Level I and could be arranged for the end of periods so as not to break into the "cultural island" being established in the class. Although the presentation of cultural information in the foreign language is preferable, when possible, a realistic decision must be made in this regard.

E. The Place of Grammar in Foreign Language Teaching

The objectives listed previously call for the ability to communicate in the language rather than the acquisition of knowledge about the language. Grammatical generalizations are thought of as a means to an end rather than as being important in and of themselves. Accordingly, a pupil's progress in the language must be evaluated in accordance with his ability to understand, speak, read, and write it rather than by his ability to talk about its structure in English. A rule of thumb would be this "Teach only that grammar which is necessary; do not assume that everything is."

Articulation

Our foreign language professional bulletins constantly stress the importance of sequential study, recommending strongly a full four-year program in the secondary school, extension downward into seventh and eighth grades as soon as feasible, and initiation of FLES to take advantage of the young child's flexible speech organs and adeptness at mimicry. Then on top of this follows the admonition that the total language program must be well articulated! Most of our journals stop there to leave us teachers with the problems of development and coordination.

We have made significant progress in the Atlanta City System in the area of lengthening the foreign language sequence. Various high schools already have a four-year program with some fifth and sixth-year study available to students who began learning language in lower grades. It is hoped that such offerings can be increased to provide Atlanta children with the greatest advantages possible. While this growth continues, however, all teachers need to tackle the very practical issues of articulation in order to assure the benefits that long sequence programming can provide.

The blanket statement "Take the student from where he is" may sound like an over-simplification of the articulation problem; nevertheless, that procedure is precisely what each teacher must attempt to follow. The same circumstance applies even to first-year pupils. Regardless of what grade the beginning point may be, no group of students is homogeneous as to abilities, interests, or motivation! The teacher, then, cannot outline a single course of study to which students will fit; the tailoring must be in the other direction: the course needs to be fashioned to fit the students.

How is such possible with very heterogeneous grouping? The program is even more complicated by the long sequence which brings together young people in varying stages of linguistic development. Perhaps the major saving grace is for the teacher to recognize before he initiates his efforts that he will obviously have no more equalized group at the end of the quarter than at the start. In fact, if he has succeeded in reaching a common plateau, then indeed he has failed because to do so, he would definitely have pressed some children beyond their limit or would have slowed progress for others! Again, we need to remind ourselves that these conditions hold true in first-year classes as well as third or fourth year.

Articulation (continued)

The necessary undertaking is to individualize the learning process as much as possible. What does that procedure involve? It means finding different approaches to certain aspects of lessons and allowing added time to try these with some students while others move into broader usage of what they learned faster. It means letting those who have caught on to some facets of the lesson help classmates in groups while you assist others in solving their difficulties or advancing their endeavors. It means evaluating on basic objectives and at the same time allowing those who are ready to do so to extend themselves into levels of work which some students will not even attempt during the quarter. It means providing many open-ended experiences, where performance is possible for all, but, not expecting all to reach the same depth.

Impossible? Not at all! Class practice promptly shows who can do what and when. We teachers are quick to diagnose; we need thereafter to take a few horizontal steps before we ask for another move in the vertical direction. Learning a language is not a straight-line operation anyway. The time to use what has been learned is more significant than cramming in the next tense, structure, or vocabulary, regardless of ability to absorb more.

Such a system provides articulation: this is articulation of the program for the student. As he moves to the next level, his teacher can help by passing along notations of what he can presently accomplish in language usage and what he has attempted instead of a single grade average. Intra-departmental discussion can be advantageous in orienting for another year's study. The student himself should be aware of his progress in accomplishing objectives and encouraged to assist the next teacher in quickly adapting to his needs. Why not? Whose business is it if it is not his own! This individual responsibility for learning is exactly what we want to develop.

Independent Study

Independent study programs lasting a quarter or more may be arranged for a student who finds himself unable to schedule one of the regular courses. Although it would be preferable if at all possible to have the student participating with others in the normal sequence, rather than cause him to have a gap in his language study when he would like to continue, the teacher and student might arrange a special program that would allow maintenance of language contact plus use of skills in a profitable way.

Interest, aptitudes, and achievement level of the student as well as the particular situation existing in the school need to be considered carefully by teacher and student to arrive at a plan for independent study. Agreement upon objectives for the quarter will be essential; these aims should be stated precisely in writing, more or less like a contract, so that the student will know what is expected, how progress checks will be made, and what form final evaluation of his endeavors will take.

Attention in the planning should be given especially to activities that would provide opportunities to maintain and to improve listening and speaking skills. The student should not be closeted in some nook with books, paper, and pencil. Although portions of his time may necessarily require individual effort in this manner he should have built into the course occasions for interaction with other young people and with the teacher.

Several proposals for independent study which offer potential in all language skills are listed here for consideration. These may arouse interest or stimulate development of even more ideas on the part of both teacher and student for a valuable independent study program:

1. Peer tutoring for students from less advanced classes in the school.
2. Serving as group leader and teachers aide for more individualized activities in a less advanced class.
3. Providing seventh-grade students in a school where there is no FLES program with an introduction to foreign language learning activities.*

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* For help in arranging activities, call the foreign language coordicator or the foreign language utilization teacher at WETV.

Independent Study (continued)

5. Preparing tapes, visual aides, game adaptations, and other instructional materials, then trying them out with less advanced language students.

6. Devising a series of short culture capsules and map studies and presenting them at regular intervals to a less advanced class.

Such "quest" type activities could serve to motivate a student to develop his language abilities as he feels responsibility to others in the communicative skills. The multi-directional endeavors may indeed provide a sense of personal satisfaction beyond the completed plan of study itself.

Grouping for Student-Centered Work

Teachers are humourously accused of being the most talkative creatures on earth. Enough truth in that statement prevails to cause us some concern. We know that teacher talk is not considered the best procedure for learning; therefore, it behooves us to check the amount of time we ourselves consume in discussion while students remain silent. We can note the interaction readily enough by spot recording a class session from time to time. We shall certainly hear much repetition and question-answer response; our methodology is geared to those. But will we find opportunities when students speak without the direct stimuli from their teacher? These won't happen, at least not in German, unless we arrange class activities to provide time and flexibility.

Even lacking the ideal, individualized study packets or work units, teachers can schedule 10 to 15 minute slots several times per week to permit students to work in groups of two, three, four or more on small tasks.* The change of pace and the focus on student-centered activities prove to be tremendous motivation factors in themselves, in addition to other values of the assignments. The latter can entail great variety within the range of horizontal learning, chances to apply what has been studied in original recombinations or chances to strengthen skills. Perhaps the finest rationale of all for group work is that the lockstep is broken; not everyone does the same activity at once. Then students have something different to share with colleagues, though all were together in the same class.

Skits come to mind as a splendid group project. Writing scripts, planning props or staging, and review of language with appropriate gestures: these are all valid supports for playlets; student interaction is tremendous. Although at times it may be fun to have everybody participating in skits, we teachers may often find it more appealing to have different types of activities running simultaneously, some for later class presentation, some for individual improvement.

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* For most activities the teacher will need to designate the groups according to the type of assignment. In some cases only one or two groups would be working apart while the teacher would continue to practice with the remainder of the class. Although bright students may need more opportunities to perform individualized tasks, all should be provided numerous occasions for the different kinds of activities; weaker students should not constantly be doing remedial chores since they perhaps need the motivation of variety beyond the others. As often as possible, these slower students should be mixed in groups containing one or more keen individuals who then can serve as peer helpers. The teacher would vary groupings for each activity. This would produce greater student interaction in general and avoid establishment of cliques.

Grouping for Student-Centered Work (continued)

While one group is preparing a skit, others might be involved in activities like these:

1. Designing and preparing materials for a bulletin board on a cultural aspect, complete with Spanish captions (Levels II, III, IV); preparing a bulletin board on the next dialog (I).
2. Preparing a short narrative in German utilizing past dictionary-page items to read to the class for comprehension and vocabulary review. This could be read completely first and then reread with blanks for members of the class to supply the key words. (II)
3. Reviewing verb forms orally in short sentences when cued by changing subjects. One who excels in this, or an A-contract student, might serve as leader. This peer teaching might be used as preparatory for a test or for a quick drill presentation for the class. Other structural items might be substituted as needed. (I, II)
4. Drawing up a dialog in English on a topic of class interest which is not covered in the book, having the teacher supply the German, and then learning the parts for class presentation with props. (End of I) This would be a welcomed opportunity for pupils who think the book's dialogs are not relevant enough for their taste.
5. Preparing a résumé of a selection and answering oral questions on it so that the whole class will not need to read that particular selection. A practice of any new words should also be given. (II)
6. Making out a practice test for use by the class on recently studied material. (I,II)
7. Writing a recombination narrative for comprehension review or reading by the class. (I,II)
8. Reviewing a reading selection by rewriting its key elements in dialog form for class presentation. (II)
9. Learning dialog lines. (I) A lead student can assist by peer teaching of others who need extra practice.

10. Practicing with a tape under the guidance of the teacher or a lead student. (I,II)
11. Transforming a dialog into a narrative. (I,II)
12. Preparing a group discussion of a reading selection so that the class will not need to read it, but asking general questions to the class afterwards for review of key points. (II)
13. Personalizing conversation with the teacher on a theme recently studied. (I, II, III, IV) This session may provide one of the best occasions for free commenting in more than a single statement, especially if questions remain open-ended.
14. Listening to a taped story or talk and practicing making notes in German . (II, III, IV) This can be followed by group discussion or summary through use of notes.
15. Viewing a filmstrip with coordinated tape. (II, III, IV)
16. Taking a practice comprehension test from a tape. (I, II, III, IV) Other types of practice tests could be substituted as needed; the material might be presented on a handout instead of on tape.
17. Listening to taped music typical of some region. A brief commentary on the composer or selections might be provided also on tape or on a handout. (I, II, III, IV)
18. Looking at a series of one artist's pictures and hearing a taped commentary. (I, II, III, IV)
19. Viewing a short filmstrip (or perhaps a series of related photographs), and preparing a suitable dialog. This could then be presented to the class. (I, II, III, IV, depending on selection's potential difficulty)
20. Preparing a culture capsule with visual aids which can be offered to the class. (II, III, IV)
21. Making visual representations to accompany German proverbs for display. (I, II, III, IV)
22. Drawing a city plan, with a plaza in the middle, to be used in teaching directions and working out a sample set of directions to initiate the class practice. (I, II)

23. Reading aloud the roles from a short play. (III, IV)

24. Working up a group discussion on some custom or traditional observance for class presentation. Comparisons and contrasts with our way of life might also be identified. (II, III, IV)

25. Preparing and taping a newscast based on current events in the German world. (III, IV) This could be played in various classes or heard by groups.

26. Investigating the political leadership in the German -speaking world through current news magazines to provide a brief oral report. (III, IV)

27. Preparing a series of commercials with pictures of products (II, III, IV) to be announced individually during coming lessons as the teacher changes from one activity to another. This can provide great humor for the whole class.

28. Drawing up a set of items for the class to use in a game; for example: baseball, twenty questions, What's My Line? or Who am I? (II, III, IV)

29. Formulating a scene, given a collection of objects which suggest a theme. (I, II, III, IV) This can be related to the class with the visual cues or dramatized in dialog form.

30. Playing German Scrabble, Bingo, or dominoes. (I, II, III, IV)

31. (For a musically talented group) Rehearsing and taping a medley of songs with accompaniment for class enjoyment.

32. (For students interested in dancing--two or three couples). Learning the basic steps to a popular German folk dance and rehearsing them with a record in order to demonstrate the steps for the class.

33. Preparing "sales pitches" to "sell" certain items to the csall, describing the articles, their uses, their values to the "purchases," and their cost.

Obviously, such a list could be infinite in the hands of an imaginative teacher. Each of these items also has the potential of great variety in actual subject matter and approach by students; few would turn out to be alike even if all groups did them. This very fact of difference adds spice to the activity, allowing for individual pride in sharing something of sell with the group and/or class.

Particular Problem: Reading in the Second-Year Class

After the lively, active, varied first-year foreign language course, why does second year often become the drop-out trap? One of the major reasons may be over emphasis on reading. Teachers see the mass of material available and seem to feel inpelled to plow through all of it. No crime would be committed if some of the selections happened to be omitted! After all, reading is supposed to receive only approximately 30% of the time with 30% used for oral work, 30% for listening comprehension, and 10% for writing.

Adherence to this time arrangement in itself can reduce the danger of too much sameness of class activity. In the past some teachers have dedicated whole periods to reading (exercises,) excusing this by considering questions and answers as elements of hearing and speaking too. No matter how interesting the reading selections, this same format can only evoke boredom. Variety of treatment must be utilized or some of the reading will simply have to be skipped in favor of other activities.

Foremost to be remembered is the fact that reading at this level should not be content oriented, but should be comprehension skill oriented. The information may be both interesting and appealing; however, but for the student to remember the details is insignificant compared with his developing the skill of reading for general understanding.

Following up each reading selection with questions can be deadly. Why not offer variations?

1. The teacher might call out a question and have the students read silently to find the answer. Then the student who finds the answer asks the next question.

2. Groups might read different selections and offer short summaries orally for the class.

3. (From an assigned narrative) A group might devise a dialog for class presentation.

4. Groups might read different selections. Two teams might be named with a representative from each group. The teacher could ask a series of simple questions, skipping from selection to selection. A team member who read the particular selection would answer; if he failed to do so within the time limit, one in the audience who read that selection could respond, giving a half-point credit to the team of his choice.

5. Pairs of groups might read a selection, one group getting down its own questions to ask the other, which would attempt to anticipate possible questions and prepare for them. Roles could then be reversed with a second selection.

6. The teacher or a student could call out key words from a selection read by the class, having individuals make comments about the words as related to the piece, thereby together giving a short oral review of the major points.

7. Two groups might read separate selections while the teacher and class deal with another activity or reading selection. Then each group would present its material to the class in the following way:

    1. each member would give a 3 or 4 sentence summary of his segment,

    2. the class would skim that portion,

    3. the group member would repeat his paraphrase,

    4. a class member could then add a comment if he felt something important was omitted,

    5. and then the other portions would be handled similarly one by one.

8. Perhaps more valuable would be the use of some of the reading ideas or themes out of their context to inspire related but more personalized oral work or written work. This horizontal technique might also include comprehension practices prepared by the teacher or preferably by certain pupils. Such 2-to-3 minute talks would allow for varying opinions or parallel experiences, all more appealing because of the acquaintance with the live speaker.

Reading, yes! But to develop comprehension skills and as a source for variety, not for content as an end in itself.

Suggestions for Out-of-Class Activities

1. Encourage students to bring in realia. Be sure to display their goodies and comment favorably on them during their class period!

2. Assign minimal, but precise, homework lessons to lower-level classes. Do not ask students to do work that can better be handled in class. Do follow up in class the next day with activity based on any assignment. Do have extra short practices dittoed and available on various problem areas for those who request them or for whom you suggest their benefit. This procedure provides for more individualized help. (If you maintain a copy with answers, students can then check their own work.)

3. Schedule groups to prepare bulletin boards on advanced units so that students can participate in keeping their room attractive and varied, a foreign language "cultural island."

4. Maintain a section of a bulletin board for newspaper clippings, recipes, cartoons, etc. related to the foreign language world.

5. Prepare with students special displays and observances for Foreign Language Week and/or an assembly program to draw attention of the whole student body to the language program.

6. Hold periodical German club meetings to develop student leadership and cooperation through preparation of informal, colorful programs to appeal to all. If possible, separate students into a German I culb and an advanced-level club so that the latter can have most of its activities in the language; also you can invite members of each group to present a highlight from their meetings at the other's session from time to time.

7. Arrange field trips for classes or club members to dine at a German restaurant, to attend a cultural event, to visit a locale about which they can converse in the language, etc.

8. Set up a tape exchange with a foreign language class in another city to stimulate interest in shared activities and student performance.

Suggestions for Out-of-Class Activities (continued)

9. Establish pen pals for interested students who can then keep the class posted on their correspondence.

10. Have students work on special projects of their own choosing (perhaps from a basic list of suggestions you provide plus their additions) which could be presented to the class at intervals during the year.

Rapport Building

Every year teachers have some classes that seem to work together better than others.

"Third period just makes my day," one will say, or another, "Sixth period is such a let-down after my wonderful fifth-period group."

What accounts for this variation? Since the teacher is the same and the subject matter is similar, our answer seems to be the students; they make the difference. Each student tends to play his own role in building class rapport. This harmonious relationship in learning is more than basic discipline and control; in fact, unless we consider those two terms in the light of students' self-discipline and self-control, they hardly fit the concept of rapport.

Can teachers really do anything to foster rapport, or is it something elusive which may or may not grow? An analysis of that wonderful third or fifth-period class may give clues. Probably present are conditions like this:

1. Each student feels recognized and appreciated by the others. The teacher may have arranged the class in a horseshoe seating design or a semicircle so that everyone can see and hear others with ease.

2. Students are equally free to ask questions, supply answers, or express individual opinions. The teacher has turned to each for comment at regular intervals, thereby showing sincere interest in everyone's participation, not just in his own role as leader.

3. Answers vary at times with individuals so that each feels that he is really adding something to the class. The teacher asks open-ended questions whenever possible to strengthen this aspect.

4. Humor and originality are rewarded with laughter and commendation. The teacher supplies his own share of both, approval which elicits more.

5. Mistakes are not deflating, but are considered trouble spots for added class attention. The teacher permits the whole class to participate in reviewing error correction, thereby relieving the individual making the mistake from feeling that he alone does not know. This face-saving technique reduces embarrassment and allows concentration to focus on learning.

6. Students understand why they are doing certain practices or activities and what benefits they are aiming to gain. The teacher identifies the objectives, helping the students in the self-evaluation process. He provides additional time, materials, and aid to encourage the students to reach these objectives for themselves.

7. A spirit of helpful fellowship exists. The teacher arranges time within the period for pairs or groups to work together, to help each other, and to enjoy shared efforts. By removing himself from the dominant position, the teacher allows the students to bear part of the responsibility for successful endeavors.

8. The room features different displays, representing the material being studied and the contributions by students, giving the class a feeling of belonging. The teacher has various groups prepare bulletin boards; mobiles, and table arrangements, knowing that their efforts make this their classroom.

9. Students volunteer, showing their interest and willingness to become involved. The teacher knows his students as individuals and plans situations to produce their reactions as individuals.

10. A feeling of anticipation hangs in the air. The teacher always has at least one "pink" activity in mind, something to add sparkle and color to the class session through a slightly different approach to learning, a kind of "happening" to recall pleasantly after school.

Such efforts can indeed create class rapport. Just as a smile is catching, the teacher's awareness of others and their need for identity can spread too. Those foreign language names become alive as interaction leads to acceptance of one another, then providing greater desire for communication.

Use of Electronic Classrooms

Few events appeal to a teacher more than that of having all students actively involved in learning. This condition does not exist consistently within a class period since some minds turn off or simply wander as responses from certain classmates are awaited. Lab time, however, is a different proposition. Everybody gets into the act! Each student can listen and respond every minute of the session.

Choral practice in class is valuable since the teacher can employ backward build-up to aid in developing full-sentence repetition, can pause to concentrate on difficult sounds, can slow the pace to achieve accuracy before insisting finally on normal speed. This time also is used to insure comprehension of meaning. However, after this initial work is done, the lab is the place for real learning, for gaining proper intonation and pronunciation. Extended additional choral work may lead to overconfidence and flubbiness as voices blend, but the lab demands articulate practice, heard in the individual's own ears.

Also obvious is the fact that the native speaker on that tape can remain constantly a good model while even the best teacher will tire, losing some of his sparkle, under the continuing endurance test of repetition. The cue is then to shorten the teacher drills and cut on the tape. Segments can simply be replayed as needed.

Teachers sometimes seem to resent the loss of a minute or two for students to get to their headsets. This is about as ridiculous as deciding to walk five miles to work, leaving a five-thousand-dollar car in the garage because opening the garage door is a lot of trouble. That expensive electronic equipment will suffer from disuse comparable to the car. The investment of school money for technological aid must be used for the benefit of the children! What teachers think of as disruption of class routine with changes in desk arrangements may even be wholesome physical movement for young people who have already sat too long in classes!

Use of lab facilities should be planned everyday for 10 to 20 minutes for first and second-year classes. Advanced-level students will need fewer lab sessions since their pronunciation will require only occasional remedial work. They should, however, be provided use of the lab from time to time as a refresher in intonation patterns. They also can benefit from comprehension checks done by various native-speaking voices; they need the experience of hearing many speakers, not just their teacher and classmates.

Atlanta schools are fortunate in having electronic facilities available to every foreign language class for at least a part of each period. Use of the equipment will be more extensive if teachers set up an automatic half-period shift schedule rather than make week-to-week arrangements. Here is a simple time plan, for example:

Period 2 (10:30-11:20)

10:30 - 10:55	Class A in lab; Class B in classroom.
10:54	Class B pupil gives lab teacher signal.
10:55	Two classes exchange with students walking silently to the right to avoid confusion in the hall and entries.
10:56 - 11:20	Class B in lab; Class A in classroom.

Since having the classroom session before lab is preferable, the two teachers should rotate their half-period use of the lab at the middle of the quarter. The teacher with the lab first must prepare the day before the lab work; he may need to use the opening minutes to refresh the students' memory too. Half the period will not be used for lab work anyway. More than about 20 minutes may even be detrimental because insufficient time would remain for other phases of the lesson and students would become weary since lab work is so intensive. No play or lackadaisical attitude can be tolerated during the lab session. The importance of the period must be impressed upon the participants.

What is most essential is that the recorded material be an integral part of the lesson. Preferably, it should be an actual accompaniment of the textbook. With extra channels on the console, the teacher can provide the type of practice needed to individuals rather than force all to respond to the same tape. Playing the same lesson to an entire class is failing to take advantage of the equipment's potential for individualizing instruction. Selection is made easier for the teacher by the short cassette segments and tapes divided into smaller units. Generally, students should not follow textbooks or other printed materials in the lab. When they do, they tend to depend on their eyes rather than their ears. If the recordings are not well arranged, however, sometimes referring to the text will be required. Extra preparation in class with difficult parts can remedy this situation.

The teacher must monitor student responses to evaluate, to encourage, to make corrections, and to diagnose common errors for further emphasis in the classroom. If the mistake made is minor, interruption may not be necessary since the student may correct himself as the drill continues; besides, the student would miss a portion of the exercise while being corrected. The student ought to be corrected immediately if continuation would establish a bad form.

Evaluating in the lab everyday should be expected. Students work more conscientiously when they realize that their efforts are significant. Although one response is indecisive, the large number considered throughout the quarter can give an accurate appraisal of oral performance. This composite evaluation should be equated with big tests because it represents a most important area of the work. The major strength of the lab facility is that it allows all students to speak simultaneously many more times than would be possible in the regular classroom. Although the teacher can mark only one person at a time, as he becomes more adept in the lab, he will find that he can hear and evaluate more responses in the lab than he could possibly manage in the classroom. Grades, by the way, should be considered from the "satisfactory" level up or down, not from perfect and down.

A seating chart is necessary. This avoids confusion on entering the electronic classroo. Students can then go promptly to their places and begin without delay. The teacher should have his material marked and ready to put on the console so that work can begin immediately. Efficiency on the teacher's part is conducive to proper procedure.

The seating chart, if divided into blocks per pupil, can double for grading as well. The scale (something like this: 0-superior, 1-good, 2-satisfactory, 3-poor, 4-unsatisfactory or no response) should be visible for rapid reference. If the teacher is neat, he can probably use one chart for a month or more. The basic outline can be mimeographed for all foreign language teachers; each can fill in names, etc. per class assignment. Class sheets can be stapled together in the left-hand corner, folded left to right for convenience, and taken to the lab with the teacher's manual or text. They must not be lost! Disturbances, or discipline problems, are lessened by planned arrangement of seating. Placing girls between boys or quiet pupils between rembunctious ones is a good idea. The arrangement need not be varied unless the teacher feels that moving a student is advisable; in such case, a simple reassignment should be made after class without fanfare. Since lab work is not designed for interaction of the students, they should not choose their seats in the lab.

Actual testing in the lab is limited. Multiple-choice comprehension tests may be the best procedure. If test items are spaced properly, students can write short answers or fill in blanks. Totally oral tests are impossible without recorders. At times, however, the teacher may want to utilize lab time for short individual conversation tests. He can then assign a lead student to the console to monitor and assist (but not to grade!), thus permitting the teacher to chat with individuals. With his questions already prepared in a list, the teacher can elicit an adequate number of responses from a student within a minute or two; during several successive days he can arrange to do his oral testing of the whole class.

Needless to say, all lab work should be done in the foreign language. Materials taped by native speakers are more suitable, but special exercises to meet particular needs can be very advantageous even though recorded by a non-native. The main point to remember is that the lab serves best to perfect through drill the items already presented in the classroom. Completely new elements should not be offered in the lab. Students should know exactly what is expected of them in advance so that they will proceed to practice with confidence and to benefit fully from the time spent.

Not to be forgotten either are the definite advantages of the lab for the teacher. He can rest his voice and listen to evaluate thoughtfully his students' oral process!

Evaluation of Student Performance

"If only we didn't have to give grades!" is the frustrated cry of many teachers. We know that some students will show up badly when compared with others in the class; then they will lose their sense of pride in what they have learned, beginning the downward journey to defeat. Our colleagues in educational psychology bluntly tell us that grades are our most vicious act.

We attempt to improve in what our schools still consider a necessary evil by being sure that we "test what we teach," that we avoid "throwing students curves" on tests. Even so, we recognize that some pupils cannot absorb or implement what has been presented at the same rate as others; given more time and practice, less pressure, they can achieve satisfactory results.

How can we remedy this condition? Here are a few thoughts for consideration:

1. Test less; evaluate more! We can discover weaknesses and strengths if we provide ample oral practice in class. Since oral work is much faster than the written form, we can give far more extensive experience with problem points before we attempt to grade performance.

2. Many short written check-ups on specific items can help students identify for themselves what points they need to concentrate on more. Then testing for credit on these can be administered when both teacher and student feel ready; no rule prevents a teacher from allowing students to take minor tests at different times, and the grade book shows quickly which quizzes are still outstanding. More flexibility in scheduling tests can provide some students with the extra time to learn; they can feel more responsibility for the study because they have some choice in the matter. This procedure fits beautifully with the idea of performance objectives, our master outline which lets students know precisely what it is they are to learn.

3. Why should we not revamp our testing system if we believe that it has been defeating to some in the past? On the upper end of the pyramid, is there any reason why we can't allow better students who can manage anything we dish out to contract for their "A's" by submitting to more complex testing?

   Again, our educational psychologists remind us that challenge and competition (which should be competition against one's own potential, not others) is rewarding only to those who think they can succeed with it. Then we can let them make that choice for themselves through contracting for the more difficult assignments and tests.

4. Our tests at best meet only about .4 validity, according to experts in tests and measurements. We simply do not have the time or the experience to become very precise in this area; more time is needed for teaching and we are not willing to use it excessively for preparing scientific tests. Then knowing these things, we should not overrate our testing program! For us tests should be mainly a way of diagnosing where we need to strengthen our teaching.

5. Our aim is to keep students moving forward. If our tests only shake students' confidence, making them believe that they have learned very little, then we would be better off not to give them at all. Everyone feels that he could help a student learn more of a foreign language if the student returned for another year of it. Perhaps that fact should be foremost in our thinking so that we do not test people right out of the program.

Some Do's and Don'ts in Testing

1. Do let students know what types of items will be included on the test. Do give practice with samples in advance so that students can evaluate their own readiness.

2. Do present instructions in English unless you are absolutely sure that everyone will understand; don't permit students to become uptight for fear of doing the wrong thing.

3. Do provide many short item tests on different particular skills during the quarter, keeping the skills in proportion to your emphasis for the level.

4. Don't give numerous full-period tests, but when you do, measure all four skills and include something on culture too, whenever appropriate. Do be sure such a test is a worthy, positive experience, meriting the valuable time it consumes.

5. Don't say lines like these: "Pay attention now! This is important because we are going to have it on the test." "All right, if you don't want to pay attention, we'll just have a test on this." Don't use tests to threaten. Dependence on tests and grades as motivation lessens the value of learning per se.

6. Do begin tests with the simplest items and gradually proceed to the more difficult ones.

Some Do's and Don'ts in Testing (continued)

7. Do test what has been taught, including simple recall elements as well as rearrangements of pre-learned material.

8. Do avoid tongue-twisters and absurdities, but do deal with problem sounds and structures.

9. In setting up multiple-choice items, do include at least one distractor, two plausible but incorrect items, and only one, unambiguous right answer.

10. Do present, when appropriate, a couple or so of examples of open-ended questions to allow for at least some individuality.

11. Do help students to feel a sense of personal responsibility for their own work.

12. And do smile and look relaxed! Don't transfer tension by appearing so dead serious about your test! This won't be your last chance to provide a test or theirs to take one.

Suggestions on How to Use a Film

1. 1. Good film utilization requires prior activities

    a. Difficult words and expressions are thoroughly drilled in advance, preferably with the help of visual aids such as slides, overhead transparencies, pictures or filmstrips. (In some cases the film producer makes a tape available for this purpose including not only the sound track but supportive drill material.) Essential structures should be drilled for rapid and easy student recognization; this will tend to minimize student discouragement as the class views the film and listens to the sound track.

1. b. The content of the film can be dealt with in advance by drawing the student's attention to the main points of interest. This may be done by presenting the highlights of the film through a series of appropriate questions and answers. Some films can be used several times by drawing attention to different areas of content during each showing. Also, by alerting the students in advance to certain aspects of the foreign culture you can be assured that they will see things that they otherwise would have missed. (For example, in a luncheon scene you may point out that the fork is held in the left hand, a fact which otherwise might not have been noticed.)

2. Techniques for presenting the film are:

    a. Make certain that maximum room darkening is achieved.

    b. Have as large a screen as possible available.

    c. Obtain the best possible quality of loud speakers. (Best results can be achieved by having large, high quality loud speakers located in front near the screen. Also, in many language laboratories it is possible to jack the sound track in through the console so that the students may hear through their headsets while turning down the volume of the student microphone. This provides maximum quality of sound while minimizing the machine noise.) Ideally all motion pictures would be projected through a glass partition so that the noise of the projector would be reduced to a minimum.

    d. Short films can be shown twice in succession to enable the students to verify the impressions gained during the first showing.

3. Activities which may follow the showing of a foreign language film are:

    a. The teacher may administer a short quiz using true-false, matching, or multiple choice questions.

    b. The film may be run with switch on silent and the students may be asked to take brief notes in the foreign language describing some of the main impressions which the film conveys.

    c. The film may be run with the switch on silent and students may be asked to provide a narration which they record onto tape. (Naturally this requires a laboratory with student recorders in all positions.)

    d. The students may be asked to write a short composition in response to a series of questions which the teacher asks orally.

    e. With films on the foreign culture and way of life, students may be asked to list behaviors which contrast sharply with those with which they are familiar in the American culture.

    f. The students may be asked to write a brief summarization of the storyline or content of the film.

NOTE: The type of follow-up which is intended should be carefully explained to the student before work with the film is begun. It should be strongly emphasized that the film is an integral part of his instruction and not "a day at the movies." The teacher should have decided very specifically what the film is supposed to accomplish and should communicate this fact to the students. Ordinarily a film should have one or two main purposes. According to the nature of the film the focus may be any one of the following: (1) to study the customs of the people, (2) to stimulate appreciation of art and literature, (3) to study the effects of history on the people whose language is being studied, (4) to consider the effect of geography on the social and economic conditions of the people, (5) to provide listening practice, (6) to build new vocabulary or to reinforce prelearned vocabulary items, (7) to present new structures or to reinforce prelearned structures, and (8) to stimulate other activities requiring active use of the language such as speaking or writing exercises.

Ordinarily the teacher should not try to combine all of these objectives in one film. It would be much better to select a few of the activities which are most appropriate for a given film. Most important, the student should know in advance which objectives the teacher has decided to focus on.

4. Films with English sound track can be used as follows:

   a. The film can be viewed first with the English commentary.

   b. The teacher can then show the film silently supplying a foreign language commentary.

   c. In advanced courses students can be supplied with basic vocabulary and can create their own commentaries which, in some cases, can be taped and played back in coordination with the film showing.

5. Basic considerations for using all films are:

   a. All films should be previewed in advance by a teacher to determine suitability and manner of utilization. (A teacher in the area of business education once ordered a film on filing for her girls in an office practice class only to find that the film was intended for industrial arts and showed the techniques of using different files for metal and wood.)

   b. Films which reinforce ethnocentric prejudices should be avoided.

   (NOTE: Many films are available from both the city and the state audio-visual departments. Consult catalogues. Additionally, a list of films is included in the appendix.)

Accountability and Foreign Language Teaching

Much has been said and written about accountability in recent educational programs. The pro's and con's of its implementation will continue to be debated all the way from the national convention platforms to the local teachers' lounges. Even through the maze of verbiage, we foreign language teachers can sift pertinent philosophy to apply to our own endeavors.

1. First, we recognize that our prime responsibility is to our students. Although foreign language is our field, the subject matter itself has to be secondary to the individual's development via this medium.
2. Certainly we intend to see that every student has a more positive attitude toward foreign language after studying it than he had before the opportunity to attend our classes!
3. "Every kid a winner" can be the case when we emphasize individual progress instead of applying normal curve tactics or insisting on unrealistic goals.
4. Perhaps we in our foreign language frame of reference can find accountability more tenable than can some other curriculum areas since we can identify rather precisely the skills we are attempting to develop. We can, through our performance objectives, which are a kind of criterion base for evaluation, determine specific results in the learning process.
5. We can diagnose weakness and "recycle" the material; our methodology calls for regular reentry.
6. With our electronic classroom equipment, we can arrange for extensive individualized practice. The lab lessons can be geared to individual needs, allowing remedial work for some, horizontal learning for some, and even new or advanced work for those who demonstrate readiness.
7. By assigning different activities to small groups, we can avoid too much teacher talk and permit more student action. Such work we have intended to do anyway to meet our reinforcement and recombination needs. At the same time we can see that these assignments fit demands for individualization plus building in opportunities for peer teaching.

8. When the accountability experts speak of the fact that all testing does not have to be with pencil and paper, we emit a resounding "amen" because we are accustomed to evaluating oral responses. This, however, is a reminder to us not to overrate written work, but to see that our grades reflect our audio-lingual emphasis parallel to our classwork and to our guide's flow chart on skill development ration per level.

9. We may feel qualms at saying "If the student does not learn, the teacher fails the course," but we do utilize a variety of techniques to accomplish our task of facilitating the learning. We even employ specific techniques to avoid a student's embarrassment, to supply many correct answers giving him additional means for catching on!

10. Relevance is one of our strong points. Our dialogs deal with current topics suitable to the maturity and interests of our pupils. Readings include variety. Perhaps we need to allow more students' selection to assure their involvement and to provide more personalization even if that forces us to skip some stories, nevertheless, much material is available to us to permit a high degree of relevance.

    We can even provide those educational "happenings" which Dr. Leon Lessinger, the father of accountability, includes to insure aesthetic growth beyond all the audited objectives. Our inviting native speakers to visit class gives youngsters the language for real, complete with cultural moves and gestures. Field trips to German restaurants or to programs by artists add color and dimension. Yet we consider these only basic essentials in our efforts toward cultural awareness.

This enumeration shows that we foreign language teachers can afford to stick our necks out and to hold ourselves accountable. We have the chief ingredients for success. Our program is already developed consistently; we just need to focus our attention more on what is resulting from the students' standpoint. In the final analysis, we agree that it's their performance that counts!

Letter Supplies A-L Backgound

Foreign language departments utilizing audio-lingual materials and methodology can avoid much confusion and ill-advised criticism by sending an introductory letter to parents of first-year pupils during the opening weeks of school.

Offered here is a sample of the type of letter, which may be sent home with the student. It may be modified as desired.

____________________(Language) Department
School address
Date

Dear Parent:

We are delighted to welcome your youngster to the study of one of the most exciting courses in our curriculum. The foreign language program at ________________ High School is much improved over what you and I were able to study back when we were in school. We read, conjugated, and translated. Your youngster will have the opportunity to accomplish much more than that.

Today's ______________ (language) program is made to meet today's needs. _________________ High School is proud to be among those forward-looking schools in Georgia which are following the new state-recommended foreign language curriculum. We have adopted audio-lingual materials and teaching techniques. Our objectives are to develop these language skills in this order: understanding, speaking, reading and writing.

During the first year we shall spend well over half of our class time developing the first two skills. The purpose is to establish the new sound system. Our students must learn to pronounce the words and phrases in the second language, not to say them with English sounds. To accomplish this goal, much practice with careful listening and repetition will be necessary. Encourage your youngster to give his full attention and effort to this drill work because outside of class he probably will not have much opportunity to hear good ______________(language).

Your youngster will actually come home speaking__________ (language). He should be able to greet you and make a few comments in well-pronounced ____________(language) even during the first week. However, don't ask him "What's the word for fork?" or "How do you say 'I like steak'". He can't say what we have not studied; he can't pull __________ (language) out of the air. He can't learn everything at once, and would become frustrated if he could not say what you wanted. Do let him use the phrases he has learned. Be enthusiastic and interested. This practice speaking at home can help solidify the learning.

For the first several weeks we shall not give homework from the text. We do not want the students to see _____________(language) until the new sound system is set. If they try to read too early, it would sound like ____________________ ("Spenglish" or Frenglish," etc.) This homework during this period will take other forms.

After about a month your youngster should indeed bring his ____________ (language) book home each night. He will need to practice saying aloud his assignment; also he will read the material and learn to write it. He should spend at least 30 minutes on his lesson each night: a 15-minute period in the afternoon or early evening and another 15-minute period later or in the morning before school. Mastering a foreign language takes daily study.

In class the students will be graded on their oral work everyday and will have numerous short quizzes plus regular unit tests. This home study will make a big difference. It is essential to keep up. If one gets behind, he must then work twice as hard to catch up. Absences will hurt. The student will have to double his efforts, practice after school in the electronic classroom, and check with the teacher on any difficulties.

By the way, our electronic classroom is a great asset in the study of ___________ (language). Your youngster can hear native speakers on the audio tapes and use them for a model. Thus the chances are that ____________ (language) will be a course in success.

We hope that your youngster will enjoy our program and will continue his study throughout high school. Four years of ____________ (language) will be necessary to develop proficiency in the language. It is certainly better to have four years of only one modern language than two years each of two different modern languages. We spent quite a number of years learning English; real bilingualism will take time. However, your youngster's knowledge of a foreign language will open up to him many vocational opportunities, as well as an understanding of people of another culture. Let's make this a fine beginning.

____
Teacher's Signature

____
Principal's Signature

Return this signed to the teacher, please.

I have read your letter, and understand the aims, and shall encourage ____________________ (name of student) to prepare his assignments each day.

Further comments: ____

____

____

____
Parent's Signature

Professional Organizations for Foreign Language Teachers

AATG - American Association for Teachers of German (National and State)

ACTFL - American Council on the Teaching of Foreign Languages; quarterly publication: Foreign Language Annals

FLAG - Foreign Language Association of Georgia

MALTA - Metropolitan Atlanta Language Teachers' Association

MLA - Modern Language Association; monthly publication: PMLA

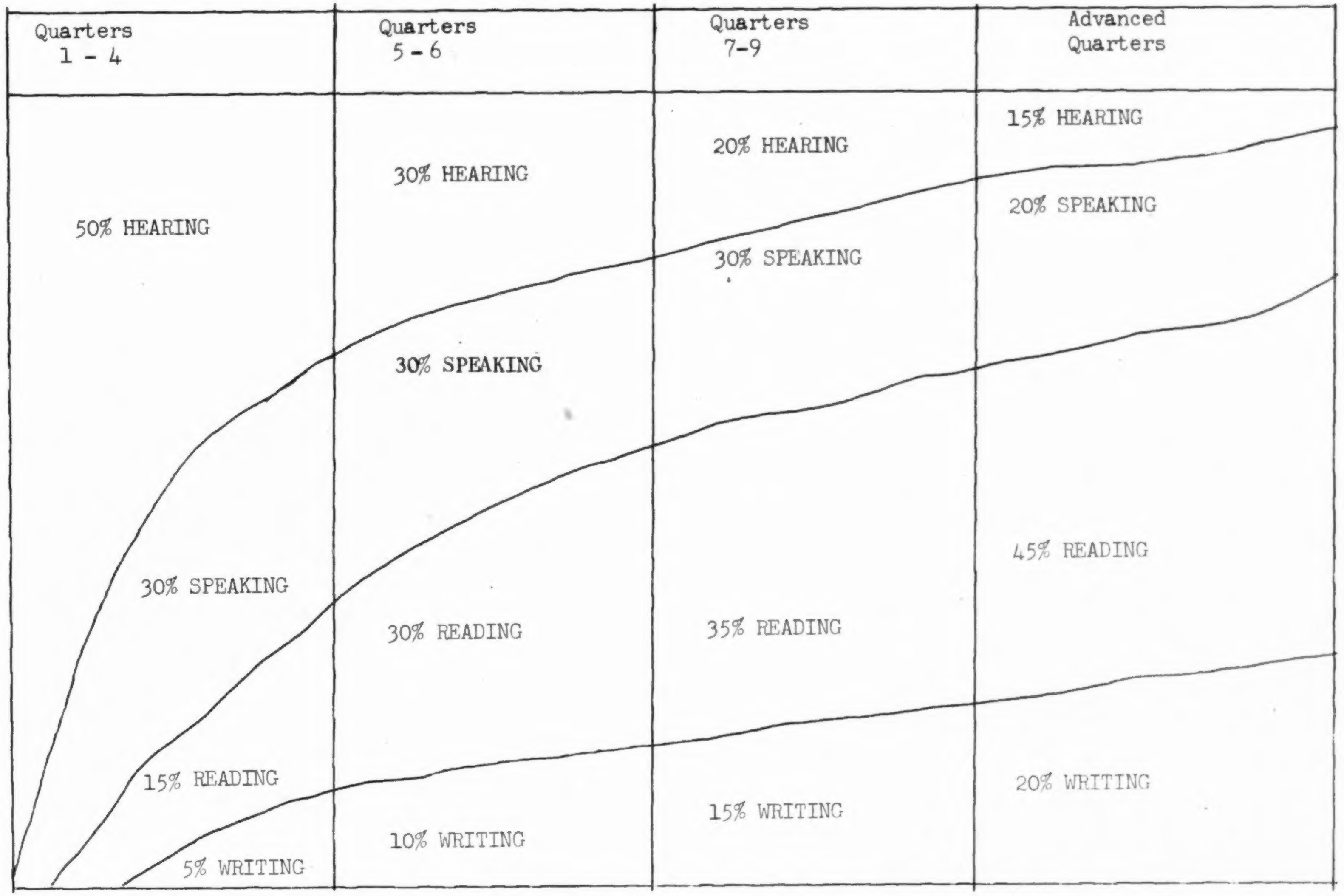
SAMLA - South Atlantic Modern Language Association publication: SAMLA Journal

State Aids for Foreign Language Teachers

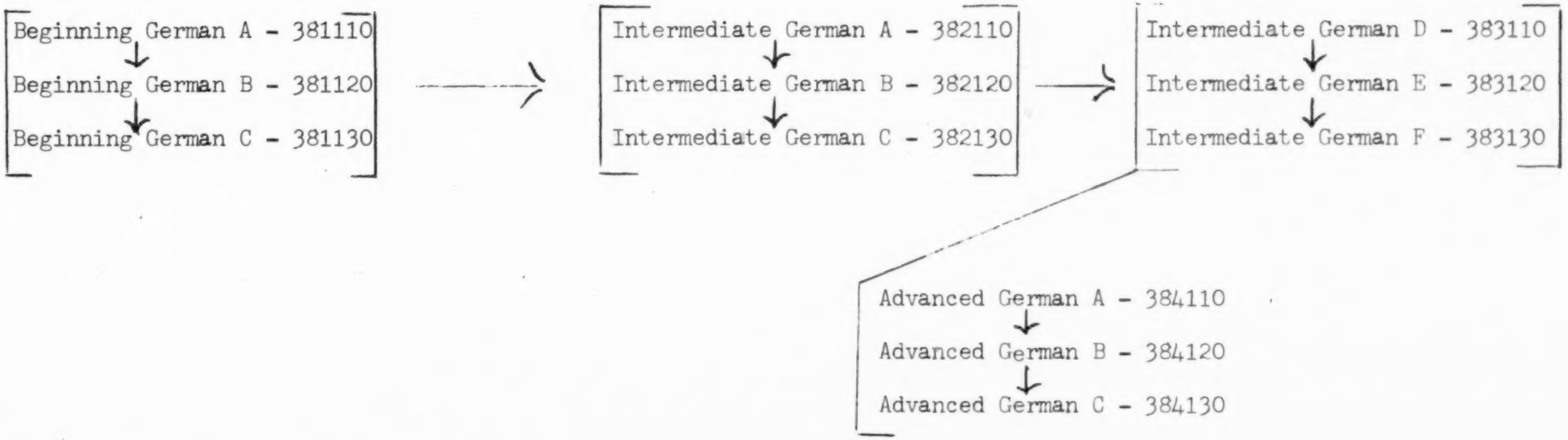
State Publication - Foreign Language Beacon, published by Georgia State University

State Foreign Language Consultants - Miss King Trousdale
Mrs. Caro H. Feagin
State Department of Education
State Officers
156 Trinity Avenue
Atlanta, Georgia 30334
(Phone: 656-2577)

FLOW CHART OF THE PROGRESSIVE DEVELOPMENT OF THE FOUR SKILLS



FLOW CHART OF GERMAN COURSES


Beginning German A - 381110
Beginning German B - 381120
Beginning German C - 381130
Intermediate German A - 382110
Intermediate German B - 382120
Intermediate German C - 382130
Intermediate German D - 383110
Intermediate German E - 383120
Intermediate German F - 383130
Advanced German A - 384110
Advanced German B - 384120
Advanced German C - 384130

General Activities Suggested for German classes

1. Encourage students to bring in realia.

2. Have students prepare bulletin boards based on units.

3. Have first year students give oral reports in English as means of increasing knowledge of German-speaking people. Information could be obtained in:
    a. newspaper articles
    b. magazines
    c. encyclopedia

4. Have an active German club with regular meetings and periodically with films and slides and planned programs, such as:
    a. Oktoberfest -- German foods for cookout
    b. Maifest
    c. Kaffeeklatsch
    d. Movies, slides, film-strip
    e. Wandertag

To increase its effectiveness the German club may affiliate with NFGC, the National Federation of German Clubs with headquarters in Austin, Texas.

5. Have students correspond with Pen Pals.

6. Attend German cultural events -- movies and plays at local colleges and universities.

7. Dine at a German restaurant.

Suggested Procedures Using Verstehen und Sprechen

1. Assign German names to students at beginning of course.
2. Use oral-aural approach to the teaching of fundamental skills.
3. Use a minimal amount of English (teacher using English only when necessary).
4. Refer frequently to teacher's manual in Holt series for specific suggestions in methodology.
5. Introduce basic dialog sentences, pattern-practices and question-answer drills with closed books during entire year.
6. Keep student's desks clear of books and papers.
7. Move around classroom while teaching new sounds and checking pronunciation.
8. Keep class moving at a fast pace.
9. Use flashcards and other audio-visual aids frequently.
10. Introduce only learned materials in the laboratory.
11. Limit laboratory work to twenty minutes during any one period.
12. Cover extensively the basic dialog sentences, question-answer practice and pattern drills.
13. Use conversations whenever possible; quantity determined by availability of time and teacher's discretion.
14. Emphasize the importance of structures as conveying meaning without consciously analyzing the structures.
15. Spend some time each day reviewing.
16. Converse casually during review about simple topics which have been learned.
17. Limit writing to copying, dictation or manipulating elementary structures.
18. Make use of games, songs, maps and other available items.
19. Prepare additional supplementary teaching aids.
20. Supplement through personal experiences, reading, radio, newspapers, and TV. Emphasize German as a culture as well as a language.

Materials, Resources and Equipment for each German Classroom and Department

I. Essentials for each Classroom

A. Basic Texts: Holt series
Deutsch: Verstehen und Sprechen
Sprechen und Lesen
Lesen und Denken
Denken Wissen und Kennen

Von Hofe: Die Mittelstufe
Im Wandel der Jahre

Harcourt, Brace and World:
ALM Level III

B. Teacher Reference: Harcourt, Brace and World
ALM Level I, Level II, Level III with Teacher's Ed.

C. Tapes and prepared tests
1. Tapes to accompany each text (available from A/V Department, at the Services Center on DeKalb Ave.)
2. Unit Quizzes to accompany Verstehen und Sprechen
3. Tests to accompany Verstehen und Sprechen
4. Tests to accompany Sprechen und Lesen

D. Appropriate reading materials for students
1. Heath: Graded German Readers
    a. Elementary Series Books 1-5
    b. Intermediate Series Books 6-10
2. American Book Company: Graded German Readers
3. Wiens, Bilderlesebuch
4. Keystone Education Press: Deutsche Länder und Leute

E. Maps
1. Germany
2. Europe, showing Austria, Switzerland, Liechtenstein

F. Equipment
1. Tape recorder
2. Thirty-position electronics classroom highly recommended

G. Supplementary Materials
1. Appropriate visual aids (Anschauungsmaterial)
    a. Flashcards -- Verstehen und Sprechen
    b. Display photographs -- Sprechen und Lesen
    c. Filmstrips with tapes
    Lands of German Tradition In Deutschen Landen, Holt
2. German records
3. German song books
4. German-English dictionaries
5. Übungsbuch and Hausaufgaben I (workbooks for Verstehen und Sprechen)
6. Hausaufgaben II (workbook for Sprechen und Lesen)

Materials, Resources and Equipment for each German Classroom and Department

Essentials for Each Department

- A. Reference books for teachers
  - 1. ALM Level I, Level II, Level III, Level IV; manuals and teacher's editions - Harcourt, Brace and World
  - 2. German Review Grammars
  - 3. MLA Selective List of Materials
  - 4. Other useful references (see appendix)
- B. German dictionaries
- C. Records and record player
- D. Projectors
  - 1. Film
  - 2. Filmstrip, and slide
  - 3. Overhead
  - 4. Opaque

Highly Recommend for Classroom

- A. Language Lab or Electronic Classroom
- B. Supplementary texts for each level along with teacher's manuals
- C. Scholastic Magazines
  - 1. Das Rad
  - 2. Schuss
  - 3. Der Roller
- D. Other German magazines or newspapers
- E. Paperbacks on Culture (available from office of German Consul in Atlanta)
  - 1. Facts about Germany
    Tatsachen über Deutschland
  - 2. Germany in Brief
    Deutschland im Überblick
  - 3. Within the Frontiers of Germany
    Zwischen den Grenzen
  - 4. Panorama of Germany
    Deutschland im Bild

Highly Recommend for Department

- A. Tapes to Supplementary Texts
- B. Additional Reference Books for Teachers
- C. MLA Proficiency Tests

BEGINNING GERMAN
(Three Quarters)

GENERAL LINGUISTIC AND CULTURAL OBJECTIVES

In order to prepare students for the successful completion of a four or five year sequence in German, with the primary aim to develop the ability to understand and use the German language, it is necessary to provide for them a sound linguistic foundation at the first level. During the preparation of this guide, we have attempted to state our objectives in developing the basic linguistic skills of understanding, speaking, reading, and writing as approached through the oral-aural method of language instruction. This incorporates the five stages of learning: recognition, imitation, repetition, variation and selection. In addition, we have indicated methods for evaluating our outcomes.

Understanding

Necessary to the understanding of German is the aural -- recognition of all the sounds as they occur naturally. This involves the identification of the smaller sounds that comprise a new word, construction or idiom, as well as the identification of its meaning. Through use of the oral-aural approach, this is accomplished during the modeling of the basic dialog sentences. Imitation or the immediate echoing of the German sounds provides the oral practice needed to understand and reproduce the meaningful sound which has been recognized.

To develop and improve ability in sound discrimination and listening comprehension, there must be early and continuous training in listening skills. With emphasis on careful listening, we can develop in the student the ability to distinguish sounds and simultaneously to understand words and phrases. Sounds, words and constructions must be associated with a meaning by gestures, pictures, context and explanations.

The student should be saturated constantly with the sounds of German, not only by the teacher or the tape, but by exposure to native speakers of German and to German recordings which include conversations, poetry and songs. Rhythm and repetition which occur in songs provide an easier and more pleasant means for learning vocabulary and structural patterns. Simple instructions for classroom procedures given in German, together with relatively easy dialogues and dramatizations using gestures and drawings, enable the teacher to further improve listening comprehension.

Speaking

The development of speaking skills begins with imitation and repetition, mainly during the memorization of dialogues. Since the dialogue affords a natural use of the basic skills and helps the student to address others, it is the best instrument for language learning at the early levels.

Variations in the dialogues are introduced in the Question-Answer Practice and occur extensively in Pattern Practices and Conversations. As learning increases, drill sessions decrease in duration and the beginning of conversation becomes apparent.

At first, conversations should be limited to familiar sentences. Once the production of German sentences has become habitual, the student advances to the selection stage when he concentrates on meaning and can select from learned materials the particular sentence required for a particular meaning.

Through guided summaries, topics for report, games and the reversed-role device, it is possible to develop in the student the ability to ask simple questions. As he increases his ability in asking questions, the student furthers his capacity for giving acceptable oral responses. For the student to be able to communicate acceptably with a native German, he must be able to speak at a normal rate, pronounce his words accurately and use proper stress and intonation.

Reading

Reading skills at the beginning level in German are primarily concerned with the ability to associate correctly a particular sound with its graphic representation on the printed page. Students begin their oral reading at the first level with the reading of materials with which they are thoroughly familiar; materials which they have heard and have repeated frequently. While the student is learning to read, listening and speaking skills continue to be developed in the classroom, so that further training in sounds and combinations enable him to develop the ability to read by himself material which has not been read aloud to him first. Emphasis in reading, however, is placed on the comprehension of new combinations of completely familiar words and structures found generally in the conversations which follow the basic dialogues and pattern drills.

Writing

Early skills in writing, or the ability to reproduce the graphic symbols which the student has learned to associate with sounds, are begun with familiar material either copied or written from dictation. Later activities involve completion exercises and the use of minimal variations. In writing the dialogues and short compositions, which are first done orally, the students are restricted not only to selected topics, but to the use of expressions which are a recombination of material that has been thoroughly learned. Dialogues and compositions must be created in German and translations from any English version should be avoided.

Vocabulary

It is an established fact in the oral-aural approach to language instruction that the knowledge of large numbers of vocabulary items in the new language is not of significance without the ability to manipulate structures for the proper use of these words in communication. However, although the expansion of vocabulary is not of primary emphasis during the mastery of the basic skills, a gradual enrichment of the vocabulary will aid the student of original phrases and sentences, and thus increase his ability of oral expression.

Vocabulary is best introduced within the context of structural patterns, particularly as substitutions in pattern drills. The new vocabulary items then bring content into the structures which have been mastered and the comprehension vocabulary becomes a speaking vocabulary enabling the student to communicate his thoughts and ideas. Specific areas of vocabulary to be mastered are indicated for each quarter throughout the guide.

Vocabulary enrichment can occur as the occasion calls for it and time permits. Further items of vocabulary, particularly those directed toward the teaching of German civilization and culture can be introduced by means of visual aids such as pictures and objects, or by pantomime, songs and synonymous expressions.

Grammar

During the first level of instruction in German, the student acquires grammar mainly through practical usage with a minimum of explanation given by the teacher. He learns structures primarily through the memorization of dialogues and repetition of pattern practices.

In the latter part of the course, adequate explanations may be given where necessary in order that the student can begin to build a knowledge of structure as he advances from repetition and pattern to variation and selection. These include genders of nouns, plural forms of nouns, verb endings, tenses and the imperative form, modal auxiliaries, compound words, pronouns, adjective endings and matters of syntax.

Culture

The culture of a country is, in reality, its way of life and is reflected in the language of its people. Much can be learned about culture through the acquisition of the basic linguistic skills, particularly when language experiences are correlated with the cultural aspects of the country.

The appeal of realia motivates interest in culture. New ideas may be brought into focus through wall charts, maps and simple drawings and uncomplicated magazine pictures, particularly those from German magazines. Books, periodicals, posters, coins, articles of clothing and art and religious objects are all characteristic of life in the country whose language is being studied.

Native speakers, as well as German films and music, poetry, simple rhymes and proverbs should not be overlooked in stimulating interest in both the German language and the German-speaking people. Attractive bulletin boards along with audiovisual aids (Anschauungsmaterial) make the classroom atmosphere conducive to studying the culture of the German-speaking people.

GERMAN DEPARTMENT

Course Number 381110 Beginning German A

Course Description:

Beginning German A is an introduction to the basic skills in understanding and speaking German with minimal emphasis on basic reading and writing skills. Language skills are developed through vocabulary and structures related to the following topics: salutations, names, titles, family members, friends, numbers and addresses.

Student Characteristics:

Beginning German A is available to any student who expresses an interest or desire to learn German with continuation dependent on acceptable linguistic achievement as defined in the objectives pertaining to this specific quarter.

Administrative Requirements:

1. a maximum of 30 students
2. one regularly assigned classroom
3. a functioning electronic classroom with 30 positions
4. a tape recorder in the classroom
5. a map of Germany in the classroom
6. access to a record player, film and filmstrip projector, and other audio-visual aids
7. related recorded tapes and discs, transparencies, flash cards and wall charts
8. sufficient number of textbooks for the students
9. supplementary readers where needed
10. daily classes

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Objectives of Course

1. to discriminate the sounds of German audially
2. to reproduce the sounds and sound combinations of German adequately
3. to imitate native German intonation patterns
4. to manipulate the language patterns learned by giving prompt and accurate responses to questions or cues
5. to respond appropriately and in correct German to questions both personal and factual based on material studied
6. to be able to ask directed questions based on content and structures learned
7. to manipulate the numbers from one to one hundred
8. to recognize visually and to read aloud selected sentences mastered orally
9. to reproduce in written form selected sentences learned orally
10. to recognize similarities in vocabulary between German and English
11. to locate on a map countries where German is spoken
12. to know the differences in German and American social courtesies in forms of address
13. to know that though some structures are similar, languages cannot be equated word for word
14. to be able to identify appropriate ways of learning a second language

Suggested Content

Phonology, Morphology, Syntax, Vocabulary and Culture

Basic Text:
Deutsch: Vertstehen und Sprechen
Holt, Rinehart and Winston
Units 1 - 5

Supplementary texts and readers

Harcourt, Brace and World:
ALM Level I German Chapters 1-4

D. C. Heath Co.:
Graded German Readers - Book I
Allerlei

Wiens, Bilderlesebuch
Holt, Rinehart and Winston

Other resources materials

Tapes to accompany text
Verstehen und Sprechen Units 1-5

Flashcards

Unit Quizzes: 1 and 2, 3,4, 5

Test 1 (Units 1-5)

Scholastic Magazine, Das Rad

Games

Songs

Rhymes

Proverbs

Skills and Concepts	Phonology	Morphology
Listening	long and short vowels, a, e, i, o, u, dipthongs, au, eu, ei, aü umlauted vowels, final e consonant sounds differing from English l, r, v, w, z, final consonant sounds t, d, g, also off-glide er consonant blends ach, ich, och, st, sp, sch intonation: mid-high-low rising and vocative rhythm and stress initial accented vowels and dipthongs	Verb forms- Present tense, first, second and third person singular and plural forms of haben, wohnen, heissen, kennen; all forms of sein except second person plural informal: third singular form of fehlen, sagen, idiomatic expressions: es geht, es tut, es freut; modal auxiliaries - first and third singular of dürfen, können, müssen and (wissen) also möchte; second person sing. informal of wollen infinitives: finden, helfen, liegen, gehen, essen, trinken to follow modals imperative-sag mal Pronouns - Nominative - first, second, and third person singular and plural, formal and informal; ein-words, masculine and feminine interrogative - wer accusative - third person singular, masculine and feminine also ein-words dative - first and second person singular and plural formal and informal; third person singular masculine and feminine . gender - masculine and feminine nouns with definite articles, ein, kein, and possessive adjectives in nominative and accusative Prepositions - dative forms of hinter, neben, unter, von, vor with pronouns; with definite articles masculine and feminine
Speaking	All sounds heard should be reproduced at normal speed of speech with attention to lip-rounding, lip-spreading, rhythm, accent and intonation.	
Reading	All short and long vowels pure and umlauted vowels dipthongs au, ai, aü, eu, ei, ie consonants and consonant blends j, l, r, v, w, s, ch, ck, sch, dt, sp, st, v, w, z; silent h; final b, d, g; off-glide er; final e	Morphemes and morphological structures as they occur in dialogues
Writing	Selected dialogue sentences from dictation	All nouns in German are **capitalized.** The word ich is not.
Concept:	Though some German and English sounds are alike, there are sounds in German which do not occur in English. German and English differ in the graphic representation of some sounds in intonation, stress and rhythm	All nouns in German have gender. Gender is indicated by definite articles. Nouns and pronouns occur in the nominative accusative and dative cases. Nouns may be represented by pronouns in the appropriate case and gender. Nouns and pronouns agree with verb forms.

S C	Syntax	Vocabulary	Culture
L	a) Normal word order b) Inverted word order c) Interrogative sentence d) Pattern for negation e) Sequence of adverbs	Greetings Names, Titles Family Members Friends Addresses Numbers Salutations Nouns, verbs and adjectives pertaining to above topics: Useful idioms: Es geht mir gut Es tut mir leid Es freut mich Adverbial elements: wieder, schon, viel, wirklich, ein bisschen durchaus, nur, immer Sentence modifying words characteristic of natural German usage: na, dann, gerne	German culture should be introduced through classroom environment: maps, posters, bulletin boards, magazines, books, records, tapes, films, slides and pictures. Emphasis is on German names, forms of address, social courtesies, rhymes, songs and music, location of German-speaking countries.
S	"		
R	"	Vocabulary as it occurs in dialogues and simple conversations.	"
W			
C	Inverted word order occurs in German questions and in sentences that begin with some word other than the subject. Modal auxiliaries, adverbs and negatives have distinct positions in German sentences.	Vocabulary and structure are closely combined. One must understand meanings of words both isolated and in context in order to communicate in a language. There is not a one-to-one correspondence in German and English words.	The culture of a country is its way of life and is reflected in the language of its people. Much can be learned about culture through the acquisition of the basic linguistic skills.

Beginning German A - 381110

Suggested Content

Suggested Resources, Materials, Media, Methods, Activities

UNIT I

1. Third person singular form of sein

2. idiomatic expressions in the dative, such as:
   es geht, es tut

3. personal pronouns
   a. dative
      first person singular and plural
      second person singular, formal and informal
   b. accusative
      third person singular, masculine and feminine

4. ein-words -- possessives

1. Holt, Verstehen und Sprechen -- Unit I
2. Tape I for above; Program A and B
3. Flash cards, pictures, drawings
4. Game: "Gib's Weiter", p. 22 Teacher's edition
5. Übungsbuch -- Lesson I and II
6. Hausaufgaben I
   Lessons 1A, 1B, 1C, 1D, 1E
7. Song: "O wie wohl ist mir am Abend" (round--tune: "Oh How Lovely is the Evening"

   O wie wohl ist mir am Abend,
     mir am Abend
   Wenn zur Ruh die Glocken läuten,
     Glocken läuten
   Bim, bam, bim, bam, bim, bam

8. ALM Level I - Unit I - Dialog I
9. Allerlei -- Book I, Heath German Readers Elementary Series
10. Wiens, Bilderlesebuch
11. Scholastic Magazine, Das Rad
12. Map of Europe; map of Germany
13. Sprichwort-Proverb
    Morgen, morgen nur nicht heute
    Sagen alle **faulen Leute**

UNIT II

1. third person singular verbs:
   heisst, fehlt, sagt
2. first person singular heisse
3. pronouns--nominative case
   a. first person singular
   b. second person singular, formal and informal
   c. third person singular, masculine and feminine
   d. interrogative wer
4. gender--nominative case
   masculine and feminine nouns der Schüler, die Schülerin; er and sie as replacements
5. prepositions--dative forms with pronouns--neben, hinter, vor

1. Holt, Verstehen und Sprechen
   Unit II
2. Tape II for above; Program A and B
3. Flash cards, pictures, drawings
4. Games:
   a. "It" p. 34 Teacher's Edition
   b. "Paul sagt"--"Simon Says" p. 38
   c. "Gib's Weiter"--Pass it Along p. 43
5. Übungsbuch--Lessons 3, 4, and 5
6. Hausaufgaben I Lessons 2A and 2B
7. ALM Level I -- Unit I Dialogue Adaptation, p. 3
8. Song (Round)

   Froh zu sein, bedarf es wenig
   Und wer froh ist, ist ein König

Suggested Content

Suggested Resources, Materials, Media, Methods, Activities

Unit II (Continued)

6. word order
   a. positions of nicht
   b. sequence of adverbs: noch, nicht, hier; vielleicht krank

9. Rhyme (Reim)
Eins, zwei, drei
Die Henne legt ein Ei
Die Henne legt ein weisses Ei.
Eins, zwei drei.

10. Allerlei Heath, Graded German Readers Elementary Series Book 1

11. Sprichwort:
Früh zu Bett und früh heraus
Macht gesund das ganze Haus

Unit III

1. first, second, third person singular of haben

2. third person plural of sein

3. pronouns--first person plural, nominative case

4. possessives--mein, dein, unser; nominative and accusative case

5. gender--masculine and feminine nouns
der Freund -- die Freundin
der Vetter -- die Kusine
der Bruder -- die Schwester
with definite articles and with ein - words to display case and gender
neuter--ein einziges Kind

6. Plurals: Brüder, Schwestern, Vettern, Kusinen

7. imperative: sag mal

8. prepositions--dative von with pronouns

1. Holt, Verstehen und Sprechen, Unit III Suggested Resources, etc.
2. Tape II for above, Program A and B
3. Flash cards, pictures, drawings
4. Game: Gib's weiter - T/ed. p. 53
5. Übungsbuch -- Lessons 6, 7, 8
6. Hausaufgaben I -- Lessons 3A, 3B, 3C, 3D, 3E
7. Song: (Lied)
Bruder Jakob
(round: Are you Sleeping, Brother John?)
Bruder Jakob, Bruder Jakob,
schläfst du noch? Schläfst du noch?
Hörst du nicht die Glocken?
Hörst du nicht die Glocken?
Bim, bam, bim.
Bim, bam, bim.

8. Rhyme:
Eins, zwei, drei, vier, fünf,
sechs, sieben,
Wo ist denn der Hans geblieben?
Ist nicht hier, ist nicht da,
Ist wohl in Amerika

9. Allerlei -- Heath, Graded German Readers Elementary Series Book I

10. Wiens, Bilderlesebuch
11. ALM Level I-- Unit 2 Structure Drills, pp. 7-9
12. Scholastic Magazine: Das Rad

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UNIT IV

Suggested Content

1. first and second person singular forms of sein
2. modal auxiliaries
   a. first person singular: möchte, kann, darf
   b. second person singular -- willst
3. separable prefix--first, second, third person singular of aussehen
4. pronouns--dative case; third person singular, masculine and feminine
5. plurals--Bücher, Gummischue, Schlüssel
6. Prepositions--dative case-- unter and hinter with definite articles masculine and feminine
7. word order
   a. final position of infinitive with modals
   b. final position of preposition in separable verbs
8. adverbial elements--na, dann, gerne, ein bisschen, durchaus, wieder, schon, viel, wirklich

Suggested Resources, Materials, Media, Methods, Activities

1. Holt, Verstehen und Sprechen, Unit IV
2. Tape for above, Program A and B
3. Flash cards, pictures of houses and rooms with furniture
4. Lists of various rooms and furnishings
5. Questions about various rooms
   e.g. Was kann man im Wohnzimmer tun?
   Man kann lesen, fernsehen, etc.

   Was tut man im Esszimmer?
   Man isst im Esszimmer.

6. Games:
   "Paul sagt" Teacher's edition,p.69
   "Gib's weiter" Teacher's ed.,p.70
7. Ubungsbuch, Lessons 9, 10, 11
8. Hausaufgaben I -- Lessons 4A, 4B, 4C, 4D, 4E, 4F
9. Song:
   Brahm's Lullabye "Wiegenlied"
10. Allerlei Heath, Graded German Readers Elementary Series Book I
11. Wiens, Bilderlesebuch
12. ALM Level I, Unit 4
    Basic dialogues, p. 25
    Substitution drills p. 28
    Replacement drills p. 29
13. Scholastic Magazine, Das Rad

UNIT V

Suggested Content

1. second person plural informal: wohnt, habt
2. first, second, third person singular forms of wissen
3. pronouns--nominative and dative cases second person plural informal
4. German usage without article: Habt ihr schon Fernsprecher?
5. word order
   a. inverted
   b. interrogative sentence
6. numbers one to one-hundred

Suggested Resources, Materials, Media, Methods, Activities

1. Holt, Verstehen und Sprechen, Unit V
2. Tape for above, Program A and B
3. Flash cards, pictures
4. Games:
   a. Combine counting practice with verb- form practice Teacher's Edition, p. 87 (students ask and answer one another, one at a time)

      Wo wohnst du?
      Ich wohne Schillerstrasse eins, wo wohnst du?
      Ich wohne Schillerstarsse zwei, wo wohnst du? etc.

Suggested Content

Suggested Resources, Materials Media, Methods, Activities

b. Student writes a number on blackboard and keeps it covered with one hand; other students take turns calling out numbers in German until correct one is guessed. Winner, then writes another number on the board and the game continues.

5. Addition practice
   Zwei und zwei sind vier.
   Fünf und sieben sind wieviel?
   Fünf und sieben sind zwölf.

6. Rhyme:
   Eins, zwei -- Polizei,
   Drei, vier -- Offizier.
   Fünf, sechs -- links, rechts,
   Sieben, acht -- Gute Nacht
   Neun, zehn -- Auf Wiedersehen!

7. Übungsbuch -- Lessons 12, 13, 14
8. Hausaufgaben I--Lessons 5A, 5B, 5C, 5D, 5E, 5F, 5G
9. Allerlei--Heath Graded German Readers Elementary Series Book 1
10. Wiens, Bilderlesebuch
11. Scholastic Magazine, Das Rad
12. Song:
    "Du du liegst mir im Herzen"

The following Holt materials are available for evaluation of above units.

1. Unit Quizzes
   a. Units 1 and 2
   b. Unit 3
   c. Unit 4
   d. Unit 5

2. Test 1 (Units 1-5)

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SUGGESTIONS FOR EVALUATION

Suggested Methods for Evaluation of Behavioral Objectives

1. Students should be able to discriminate the sounds of German audially
   a. Given five pairs of German words (some identical, some minimal pairs) presented orally or on tape, the student can indicate with at least 60 percent accuracy whether words are alike or different.

EXAMPLE:

		Same	Different
1. meine	meiner		X
2. ihn	in		X
3. schön	schön	X	

FURTHER EXAMPLES:

Long and short vowels		Umlauted Vowels	
ihn	in	Bruder	Brüder
den	denn	kennen	können
Grüsse	fünf	wissen	müssen
gut	und	schon	schön
schön	können		
ihm	im		

Final r		e ----- i	
eine	einer	wer	wir
meine	meiner	mehr	mir
seine	seiner	Herr	hier
deine	deiner	der	dir
ihre	ihrer	er	ihr
zu	zur		

other

nach	noch
Karl	Kerl

b. Given orally five groups of words with one German and one English word in each group, and the German word spoken twice, the student should be able to identify the two words which are identical with 60 percent accuracy.

EXAMPLES				a	b	c
1.	hier	hear	hier	x		x
2.	viel	feel	viel	x		x
3.	von	von	fun	x	x	
4.	dear	dir	dir		x	x
5.	meek	mich	mich		x	x

OTHER EXAMPLES:

ihr	ear	ihr	hot	hot	hat	dein	dein	dine
dry	drei	drei	seat	sieht	sieht	kennen	cannon	kennen
nein	nein	nine	vier	fear	vier	dare	der	der
Hut	Hut	hoot	Bruder	Bruder	brooder	Bett	Bett	bet
faul	fowl	faul	mere	mir	mir			

2. Through teacher-guided imitation and repetion of five sentences, the student should be able to reproduce the sounds and sound combinations with 60 percent accuracy. The flow of speech should be noraml and with definite regard for word boundaries; final consonants should be clear, yet not exaggerated.

a. lip rounding
example: Schönen Gruss zu Hause.

b. lip spreading
example: Fritz, wie geht es dir?

c. final r
example: Ich habe zwei Brüder und eine Schwester.

OTHER EXAMPLES OF WORDS AND SOUNDS TO BE USED IN CONTEXT:

lip rounding	lip spreading	final consonants
gut	ihn	darf
Guten Morgen	elf	geht
zwölf	mir	fehlt
fünf	wir	vielleicht
Tür	Ihnen	bald
	eins	leid

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Long, short, umlauted vowels and dipthongs

Long a

Mahlmann
Wahn
Bahn
man
Staat
Vater
Paar
nahm

Short a

hatte
danke
krank
Wallner
Anna
dann
Mann
lassen

Long ä

schläfrig
Mädchen
spät
Universität

Short ä

nämlich
Hände
Gäste
fällt

au

auf
aus
Haus
auch
Frau
faul

Lone e

geht
fehlt
den
wen
sehr
wenig
Tee

Short e

denn
wenn
Herr
Bett
fest
etwas

äu

Fräulein
Häuser
Gebäude
Säule
Mäuse

eu

heute
euch
Deutsch
euer
Feuer
neu

Long i

ihn
ihm
mir
dir
wie
sieht
die

Short i

in
im
will
ist
mich
Kind
Zimmer
nimm

ai

Mai

ei

mein
nein
heissen

Long u

du
nur
nun
tun
gut
Schuh
Schule
Hut

Short u

und
uns
rund
Butte
Mutter
Bund
Hund

Long ü

früh
müde
Bücher
über
Grüsse
Brüder
Lübke
Schüler
Schülerin
Tür

Short ü

müssen
Schlüssel
für
glücklich
Mütter
Küche

Long o	Short o	Long ö	Short ö
wohnen	noch	schön	können
Montag	doch	Schröder	Töchter
schon	Koch	hören	möchte
Mohn	kochen		
Bohnen	trocknen		
Ton	oft		
Boot	Gott		
gross	kosten		
wohl	Tochter		

l	Final r	Final e	ch
Mahlmann	dir	kenne	ich
Wallner	mir	Zwillinge	nach
Else	Geschwister	Kusine	nicht
Schulz	Schwester	Christine	auch
Böll	Schneider	Liese	nichts
Lotte	Vetter	Lotte	
fehlt		mitte	
		Knabe	

Before one consonant, the vowel is usually long:

Hof, rate

Before a double consonant, or two or more different consonants a vowel is usually short:

hoffe, Lampe

A double vowel or a vowel before h is long:

Boot, mehl

Long vowels are spoken very long.
Short vowels are spoken very short.

3. Given five sentences orally, the student should be able to imitate proper stress and native intonation patterns with 80 percent accuracy.

   a. mid-high-low used in:
      1) simple statements
         e.g. a) Er ist wieder gesund.
              b) Frau Goldschmidt fehlt noch.

      2) questions calling for information
         e.g. a) Wie geht es Ihnen?
              b) Und wo ist Anna Böll heute?
              c) Warum nicht?
              d) Wer ist das?

3) commands
e.g. a) Grüssen Sie sie von mir.
b) Bitte, gehen Sie zu ihr.

b. Rising intonation used in:

1) Ja/nein questions
a) Ist das nicht Lotte?
b) Ist er vielleicht krank?
c) Ist das ein Freund von dir?

2) numerals--rising in each item except last one on a list
e.g. eins, zwei, drei, vier, fünf, sechs;
sieben, acht, neun, zehn, elf, zwölf

3) rhetorical questions

Nicht wahr?

c. Vocative -- low level pitch in pronouncing name of person spoken as opposed to English rise in pitch

1) Guten Abend, Herr Schröder.
2) Guten Tag, Fräulein Bieber.
3) Danke schön, Frau Bauer.

d. stress -- initial accented vowels and dipthongs to be given in context:

ausgezeichnet
essen
immer
unter
etwas
wieder

4. The student should be able to manipulate the language patterns by giving accurate oral responses to questions or cues.

a. Subject and verb agreement

Given a German sentence and an indicated noun substitution, the student should be able to repeat the sentence so that the verb is in agreement with the new subject in six cases out of ten.

e.g. Ich habe keine Schwester.
(Hans) Hans hat keine Schwester.
Bruno hat eine nette Familie.
(Wir) Wir haben eine nette Familie.
Der Rolf ist wieder gesund.
(Mein Vetter und ich) Mein Vetter und ich sind wieder gesund.

The following are verbs to be used in the present tense:

verbs	persons-singular	persons-plural
sein	1--2, F, I--3	1-- ________--3
haben	1--2, F, I--3	1-- 2 --3
wohnen	1--2, F, I--3	1-- 2 --3
heissen	1--2, F, I--3	1-- 2 --3
kennen	1--2, F, I--3	1-- ______ ___
aus-sehen	1--2, F, I--3	
kommen	____________3	____________3
liegen	____________3	

b. Subject and verb agreement using modal auxiliaries and wissen

Given five sentences using modal auxiliaries and indicating a subject change, the student should be able to repeat the sentence with correct subject and verb agreement three out of five times.

e.g. Möchtest du etwas essen?

(er) Möchte er etwas essen?

Darf ich ins Kino gehen?

(du) **Darfst du ins Kino gehen?**

Möchtet ihr nicht nach Hause gehen?

(Sie) Möchten Sie nicht nach Hause gehen?

Modal auxiliaries occur in present tense in the following forms:

auxiliary	persons-singular	persons-plural
wollen	--2, _I---	_--2, _I--_
möchte	1,__ , F,I--3	
können	1-- ______--3	
dürfen	1--2, _, I--3	
müssen	1--______--3	
wissen	1--2, _, I--3	

c. Personal pronouns in the dative case: mir, dir, ihm, ihr, uns, euch

1) with idiomatic expressions: es geht. . . es tut . . .

Given five pairs of sentences (a and b with sentence a as a guide to the required person, the student should be able to state sentence b supplying the dative form of the personal pronoun, so that sentence b agrees in person with sentence a three out of five times.

examples:

a. Ich bin wieder gesund.
b. Es geht mir gut.

a. Anna ist wieder gesund.
b. Es geht ihr gut.

a. Rolf ist wieder gesund.
b. Es geht ihm gut.

a. Wir sind wieder gesund.
b. Es geht uns gut.

a. Bist du wieder gesund?
b. Geht es dir gut?

2) following prepositions which take the dative case: bei, hinter, neben, von, vor

Given five sentences containing prepositions which take the dative case, the student should be able to restate the sentence giving the appropriate pronoun to correspond to the noun following the preposition in the given sentence three out of five times.

examples:

a. Wer ist der Schüler da neben Hans?
b. Wer ist der Schüler da neben ihm?

a. Wer ist die Schülerin da vor Anna?
b. Wer ist die Schülerin da vor ihr?

a. Wer ist der Schüler da hinter dir?
b. Wer ist der Schüler da hinter mir?

3) second person -- formal and informal, dative case: dir, Ihnen

Given a sentence in informal address and given five subsequent changes of address, the student should be able to state each sentence using the correct pronoun, formal or informal 60 percent of the time.

examples:

Hans, wie geht es dir? (Frau Lübke)
Frau Lübke, wie geht es Ihnen? (Anna)
Anna, wie geht es dir? (Fritz)
Fritz, wie geht es dir? (Herr Schröder)
Herr Schröder, wie geht es Ihnen? (Marie)
Marie, wie geht es dir?

d. personal pronouns in the nominative case, third person singular, masculine and feminine er and sie

Given five sentences containing a masculine or feminine noun as the subject, the student should be able to replace the subject with an appropriate pronoun four out of five times.

Examples:

Der Schüler ist noch nicht hier.
Er ist noch nicht hier.

Die Schülerin ist heute krank.
Sie ist heute krank.

Ist der Lehrer vielleicht krank zu Hause?
Ist er vielleicht krank zu Hause?

Heute ist die Lehrerin nicht hier.
Heute ist sie nicht hier.

Der Junge heisst nicht Fritz.
Er heisst nicht Fritz.

Other masculine and feminine nouns:

der Freund
der Vetter
der Bruder
der Onkel

der Neffe
der Vater
der Zwillingsbruder
der Stuhl

die Freundin
die Kusine
die Schwester
die Nichte
die Sekretärin
die Tante
die Schule
die Küche

e. pronouns -- accusative case -- masculine and feminine: ihn, sie

Given three pairs of sentences (a and b) with sentence a containing a noun object and sentence b requiring a corresponding object pronoun, the student should be able to repeat the sentences providing the appropriate pronoun in sentence b.

e.g.	a. Da ist mein Vetter	b. Kennen Sie ihn?
	a. Da ist meine Kusine	b. Kennen Sie sie?

f. ein-words-possessive adjectives displaying case and gender; nominative, accusative, predicate nominative; masculine, feminine

1) nominative case

Given a sentence containing a subject noun preceded by a possessive adjective or ein-word given six subsequent noun changes (masculine and feminine), the student should be able to repeat each sentence giving the appropriate adjective ending corresponding to the new noun four out of six times.

e.g. Dein Freund ist immer so hungrig.
(Kusine) Deine Kusine ist immer so hungrig.

2) predicate nominative

Given a sentence containing a predicate noun (masculine or feminine) preceded by a possessive adjective or ein-word, the student should be able to repeat each sentence giving the appropriate adjective ending corresponding to the new noun four out of six times.

e.g. Frau Böll, da ist meine Kusine.

(Vater) Frau Böll, da ist mein Vater.

3) accusative -- direct object

Given a sentence containing an object noun (masculine or feminine) preceded by a possessive adjective or ein-word, and given six subsequent noun changes, the student should be able to repeat each sentence giving the appropriate adjective ending corresponding to the new noun.

e.g. Sag mal, kenne ich nicht deinen Onkel?

(Tante) Sag mal, kenne ich nicht deine Tante?

g. Word order

1) final position of infinitive with modals

Given three sentences in German and given a modal auxiliary infinitive pair, the student should be able to repeat the original sentence using the modal auxiliary and giving the correct word order two out of three times.

Examples:

a. Geht Paul nach Hause? (möchte-gehen)
Möchte Paul nach Hause gehen?

b. Gehst du ins Kino? (willst-gehen)
Willst du ins Kino gehen?

c. Sie findet ihre Schuhe nicht. (kann-finden)
Kann sie ihre Schuhe nicht finden?

Other Examples:	Infinitives:
d. Helfe ich Ihnen? (darf-helfen) Darf ich Ihnen helfen?	finden, helfen, liegen, gehen, essen, trinken

e. Findest du den Schlüssel nicht? (kannst-finden)
Kannst du den Schlüssel nicht finden?

2) final position of preposition with separable verbs (aus-sehen)

Given three simple sentences, the student should be able to repeat the sentence replacing the given verb with the appropriate form of the separable verb aus-sehen and be able to give the correct word order two out of three times.

Examples:

a. Hans ist heute ein bisschen müde.
Hans sieht heute ein bisschen müde aus.

b. Du bist so hungrig.
Du siehst so hungrig aus.

c. Sie sind wieder gesund.
Sie sehen wieder gesund aus.

3) Inverted word order

Given five sentences in normal word order and containing an adverbial expression (heute, hier, jetzt, etc.) the student should be able to restate the sentence beginning with the designated adverb 60% of the time.

Examples:

a. Der Lehrer ist heute krank. (Heute)
Heute ist der Lehrer krank.

b. Sie sind vielleicht in deinem Schlafzimmer. (Vielleicht)
Vielleicht sind sie in deinem Schlafzimmer.

c. Die Handschuhe sind hier. (Hier)
Hier sind die Handschuhe.

d. Ich wohne jetzt nicht weit von dir. (Jetzt)
Jetzt wohne ich nicht weit von dir.

e. Wir wohnen seit Montag Schillerstrasse neunundfünfzig. (Seit)
Seit Montag wohnen wir Schillerstrasse neunundfünfzig.

h. plurals

Given a sentence containing a singular noun object with five subsequent noun changes, the student should be able to give the plural form of each noun three out of five times.

Example:

1) Karl hat einen Vetter. (zwei)

Karl hat zwei Vettern.

2) Marie hat eine Kusine. (zwei)

Marie hat zwei Kusinen.

3) Oskar hat einen Bruder. (drei)

Oskar hat drei Brüder.

4) Liese hat eine Schwester. (zwei)

Liese hat zwei Schwestern.

5) Ein Freund von Dr. Leinen ist hier. (zwei)

Zwei Freunde von Dr. Leinen sind hier.

5. The student should be able to respond accurately to questions

   a. Based on dialogue

      Given five questions based on dialogues, the student should be able to respond in a grammatically correct German sentence four out of five times.

      Examples:

      1) Willst du ins Kino gehen?

         Nein, ich möchte gerne nach Hause gehen.

      2) Wie heisst dein Freund?

         Er heisst Werner.

      3) Wo wohnst du Robert?

         Ich wohne Schillerstrasse neunundfünfzig.

      4) Habt ihr schon Fernsprecher?

         Ja, seit gestern nachmittag.

      5) Hast du auch Geschwister?

         Nein, ich habe keinen Bruder, und auch keine Schwester.

   b. factual questions based on conversations

      Given five factual questions based on conversations studied, the student should be able to respond appropriately in a grammatically correct German sentence three out of five times.

      Examples:

      1) Wie heisst der Junge da vor Helga?

         Er heisst Heinz, Heinz Rosen.

      2) Kennt Herr Zolling Doktor Ochsenbein?

         Nein, er kennt ihn nicht.

      3) Haben Lotte und Luise einen Bruder?

         Nein, sie haben keinen Bruder.

      4) Wie geht es Frau Schneider?

         Nicht so gut. Sie liegt krank zu Bett.

      5) Sind die Gummischuhe vielleicht im Wohnzimmer?

         Nein, sie sind in der Küche.

c. personal questions based on conversations

(many answers are possible)

Given six personal questions based on conversations, the student should be able to give an appropriate response in grammatically correct German sentences three out of six times.

Examples:

1) Dieter, wie heisst das Mädchen/der Junge da neben/hinter/vor dir?

Sie heisst Anneliese.

Er heisst Wolfgang.

2) Hast du zwei Vettern?

Nein, ich habe keinen Vetter.

3) Wie heisst die Krankenschwester in unserer Schule?

Sie heisst Frau Jones.

4) Kommt der Briefträger am Morgen oder am Nachmittag zu euch.

Der Briefträger (er) kommt am Nachmittag.

5) Bist du ein einziges Kind?

Ja, ich bin ein einziges Kind.

Nein, ich habe einen Bruder und auch eine Schwester.

6) Wohnst du weit von Albrecht?

Nein, ich wohne nicht weit von Albrecht.

6. The student should be able to ask directed questions based on structures learned.

Given the instruction to ask a particular question of a classmate, the student should be able to restate the question in correct German three out of six times.

Examples:

a) Karl, frag den Jungen neben dir, wie er heisst!

Wie heisst du?

b) Liese, frag Dorli, ob sie Geschwister hat!

Hast du Geschwister?

c) Laura, frag Käte, ob es ihr ausgezeichnet geht!

Geht es dir ausgezeichnet?

d) Heinz, frag Wilhelm, ob er immer essen und trinken will!

Willst du immer essen und trinken?

e) Michael, frag Hans, ob Albrecht ein Freund von ihm ist!

Hans, ist Albrecht ein Freund von dir?

f) Anna, frag Liese, ob Hildi eine Kusine von ihr ist!

Ist Hildi eine Kusine von dir?

7. The student should be able to manipulate the cardinal numbers from one to a hundred with respect to age, address and telephone number.

Given five personal questions concerning age, address and telephone number, the student should be able to give an appropriate answer in correct German three out of five times.

a) Wie alt bist du, Karl?

Ich bin vierzehn, beinahe fünfzehn.

b) Wo wohnst du Robert?

Ich wohne Deanstrasse, achtundzwanzig fünfundsiebzig.

c) Was ist deine Telefonnummer?

Zwei-drei-drei einundzwanzig dreiundachtzig.

d) Wie alt ist deine Schwester?

Sie ist elf Jahre alt.

e) Welche Telefonnummer hat dein Freund?

Drei-fünf-fünf achtundsechzig vierundsiebzig.

8. The student should be able to recognize visually and to read aloud selected sentences mastered orally.

Given four sentences which consist of recombination of previously learned materials, the student should be able to read aloud the critical graphemes with at least eighty percent accuracy in pronunciation and with proper intonation.

Examples:

a) Wie heisst der Schüler da neben Fräulein Auerbach?

b) Es geht Herr Schröder heute gut .

c) Gerhard und ich sind Zwillinge.

d) Herr Storm ist wieder schläfrig.

9. The student should be able to reproduce in written form selected sentences learned orally.

Given from dictation five selected sentences the student should be able to write the sentences with sixty percent accuracy, including capitalization of all nouns as well as of those expressions which are used to denote the polite form.

EXAMPLES:

a. Danke sehr, es geht mir auch gut.

b. Verzeihung, ich heisse nicht Wilhelm.

c. Nein, ich habe **einen** Vetter und zwei Kusinen.

d. Na, sie sieht immer noch ein bisschen blass aus.

e. Sie und ihr Mann wohnen nicht weit von uns -- Bismarckstrasse siebenunddreissig.

10. The student should be able to recognize similarities in vocabulary between German and English.

Given ten German sentences with the cognate underlined, the student should be able to write, in the space provided, the related English word with 90% accuracy.

e.g. 1. Der Onkel wohnt nicht mehr bei uns. uncle
2. Es geht mir gut. good

other related words:

1. Bett - bed
2. besser - better
3. Bruder - brother
4. Doktor - doctor
5. Familie - family
6. Freund - friend
7. gut - good
8. habe - have
9. helfen - help
10. hier - here
11. hungrig - hungry
12. Kusine - cousin
13. Mann - man
14. Million - million
15. Mutter - mother
16. Name - name
17. Neffe - nephew
18. Nummer - number
19. Onkel - uncle
20. Schwester - sister
21. so - so
22. Stuhl - stool
23. Tausend - thousand
24. trinken - drink
25. Vater - father

11. Given an open map of Europe, the student should be able to shade or color and label the countries of Germany, Austria, Switzerland and Liechtenstein with 100% accuracy.

12. The student should know the difference in German and American social courtesies in forms of address.

Given a statement (Wie geht es . . .?) the student should be able to address it to three distinct persons supplying an appropriate name or title and the correct pronoun in each case.

a. to an adult outside the family
Herr Schroder, wie geht es Ihnen?

b. to a young person or a member of the family
Fritz, wie geht es dir?

c. to a doctor's wife
Frau Doktor, wie geht es Ihnen?

13. The student should know that though some structures are parallel, languages cannot be equated word for word.

a. Given five sentences in colloquial English, the student should state the meaning of every sentence in different words.

1. I'm full.
I've had enough to eat.

2. He's off base.
He's out of line.

3. It's a pain in the neck.
It's a nuisance or bother.

4. I'm up the creek without a paddle.
I'm having difficulty.

5. You're pulling the wool over my eyes.
You're misleading me.

b. Given a list of fifteen varied expressions, the student should be able to select with seventy-five percent accuracy those expressions which cannot be placed in a one-to-one correspondence with English words.

EXAMPLES:

_____ 1. Paul ist krank.

_____ 2. Lotte ist hicht hier.

__x__ 3. Wie heisst du?

__x__ 4. Es tut mir leid.

_____ 5. Wie alt ist deine Schwester?

__x__ 6. Grüss Gott!

__x__ 7. Das ist schade.

_____ 8. Guten Morgen.

_____ 9. Ich kenne ihn nicht.

__x__ 10. Das freut mich.

__x__ 11. Es geht mir gut.

_____ 12. Ist das dein Bruder?

_____ 13. Sie ist vier Jahre alt.

__x__ 14. Was fehlt dir?

_____ 15. Ich habe nur einen Vetter.

14. The student should be able to identify appropriate ways of learning a second language.

Given six multiple choice questions, the student should be able to identify in each sentence the most useful approach to learning a new language.

1. The best rule to follow in learning a foreign language is to
    a. learn to do by doing.
    b. learn to do by reading about it.
    c. learn to do by thinking about it.
2. The natural order of learning language skills is:
    a. listening, speaking, writing, and reading
    b. listening, reading, speaking, and writing
    c. listening, speaking, reading and writing.
3. In order to learn to speak German well, the student should:
    a. read a book in German
    b. memorize long lists of German vocabulary words
    c. practice imitating and speaking German
4. In the beginning a student needs to practice the sounds of German before looking at the German word because:
    a. he would probably pronounce the word like an English word
    b. the German alphabet has more letters
    c. he might not be able to pronounce the word at all
5. The main purpose of a pattern practice is to:
    a. repeat lots of new vocabulary words
    b. practice an important language structure so that you can use it automatically
    c. give the student a rest
6. In learning English, a German student needs the most practice with:
    a. the sounds and structures of English which are similar to German
    b. the sounds and structures of English which are different from German
    c. all the sounds and structures of English with equal emphasis

GERMAN DEPARTMENT

Course Number 381120 Beginning German B

Course Description:

Beginning German B is a continuation of the basic skills of understanding and speaking with some emphasis on reading and minimal attention to writing. Language skills are developed through vocabulary and structures related to the following topics: time, dates and seasons, social activities, telephone conversations, sports and games.

Student Characteristics:

Beginning German B is available to any student who has successfully completed Beginning German A

or

any student who demonstrates adequate performance of the objectives in Beginning German A.

Administrative Requirements:

1) a maximum of 30 students
2) a functioning electronic classroom with 30 positions
3) a tape recorder and an overhead projector in the classroom
4) access to a record player, movie projector, slide and film projector, and other visual aids
5) related recorded tapes and discs
6) transparencies, flash cards and wall charts
7) sufficient number of textbooks for the students
8) supplementary readers where needed
9) a map of Germany in the classroom
10) daily classes

Beginning German B 381120

Objectives of Course	Suggested Content
1. to reproduce the sounds of German accurately	Phonology, Morphology, Syntax, Vocabulary and Culture
2. to imitate German intonation patterns	Basic Text:
3. to manipulate structures and vocabulary related to topics studied	Verstehen und Sprechen Units 6 -10
4. to respond appropriately and in correct German to questions both personal and factual based on materials studied	or ALM Level One Text other resource materials

5. to ask directed questions based on content and structures learned
6. to manipulate the ordinal numbers with respect to dates in both nominative and dative cases
7. to prepare oral reports based on learned materials
8. to recognize visually and read aloud sentences mastered orally
9. to reproduce in written form selected sentences learned orally
10. to comprehend connected prose (oral or written) of learned materials
11. to manipulate structures in written exercises
12. to recognize similarities in vocabulary between German and English
13. to recognize differences in language structure
14. to use appropriately the interrogatives: wann, warum, was, wer, wie, wo, wohin
15. to distinguish some aspects of German customs and culture
    a. the use of the twenty-four-hour clock in telling time
    b. formal and informal address

Beginning German B - 381120

Unit VI:

Suggested Content

1. Verbs -
   a. all regular present tense verb endings
   b. modal auxiliaries and werden with final infinitives
   c. plural forms: wollt, möchten, können
2. Word Order -
   a. final infinitives
   b. time and place sequence
   c. wenn - clause with final verb: wenn das Wetter schön ist.
   d. inversion - after hoffentlich
3. Prepositions - continuous, gradual introduction of prepositions in context
4. Some difficult words - wann, wenn, adverb erst meaning not until.
5. Part sentences -
   a. as answers
   b. as elements of wide variety of full sentences
6. Dates, seasons, months, birthdays, Christmas and New Year
7. Topics for report

Suggested Resources, Materials, Media, Methods, Activities

1. Holt, Verstehen und Sprechen, Unit VI
2. Tape VI for above; Programs A and B
3. Flashcards, pictures, drawings
4. Games:
   a. **Monate** und Tage
   b. Counting-off game, using names of months
5. Ubungsbuch - Lesson 15,16 and 17
6. Hausaufgaben I - Lessons 6A, 6B, 6C, 6D, 6E, 6F
7. Reime:
   (a) Es war eine Mutter.
   Sie hatte vier Kinder.
   Der Frühling, der Sommer.
   Der Herbst und der Winter.

   (b) **Dreissag Tage hat November.**
   April, Juni und September.
   Februar hat viermal sieben.
   Alle die noch übrig blieben.
   Haben einunddrei ig.
8. ALM - Level I
   Unit 4 present tense forms of verbs (structure drills)
   Unit 10 - Modal auxiliaries (substitution drills)
9. Heath - Graded German Readers
   Book I Allerlei
   Book II Fabeln
10. Scholastic Magazine - Das Rad
11. Map of Germany
12. Sprichwörter (Proverbs)
    a. Kein Jahr hat zwei
    b. Kein Winter ohne Frühling

Unit VII:

1. Verbs -
   a. reinforcement of modals, muss, musst
   b. irregular verb essen, **Fritz isst**, wir, essen, ihr esst
2. a. final infinitives: **mitkommen**, aussuchen
   b. sequence of adverbs
      1) Musst du schon nach Hause?
      2) Heinz und ich gehen Samstag in die Stadt.
   c. inversion
      1) O, da muss ich schnell machen.

Unit VII:

1. Holt, Verstehen und Sprechen Unit VII
2. Tape VII for above - programs A and B
3. Flashcards, pictures and drawings
4. Games: Gib's Weiter. Wieviel Uhr ist es? Teacher's Edition pp. 130-131
5. Übungsbuch, Lessons 18, 19, 20
6. Hausaufgaben I 7A,7B,7C,7D,7E,7F, 7G,7H,7I
7. Songs: Du, du liegst mir im Herzen
8. Reim
   Das älteste deutsche Lyrische Gedicht.

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Suggested Content

2) Das wissen wir noch nicht.
3. difficult word will - means want to
4. time expressions zu Abend, am Samstag
5. Time of day
6. All relatives

Suggested Resources, Materials Media, Methods, Activities

8. (con't)
Du bist mein, ich bin dein,
Des sollst du geiviss sein
Du bist beschlossen
In meinem Herzen;
Verloren ist das Schlüssellein:
Du musst immer drinnen sein.

9. ALM - Level I
Unit 10 - Auxiliary verbs (repetition drill)

10. Scholastic Magazine - Das Rad

11. Map of Germany

12. Heath, Graded German Readers
Book I - Allerlei
Book II - Fabeln

13. Sprichwörter (Proverbs)
   a. Wie der Vater, so der Sohn.
   b. Der Apfel fällt nicht weit von Baum.
   c. Wer Eltern ehrt, den segnet Gott.

Unit VIII:

1. Verbs
   a. continuing reinforcement of modals
   b. new verb form seid
   c. imperatives in du and Sie constructions
   d. some conversational past (perfect tense) involving final position of past participle

2. Word order - three categories of final verbs
   a. final infinitives - Man kann den Lärm schon von der Strasse aus hören
   b. final verbs in subordinate clauses Vorsicht Karl, wenn du herunterkommst
   c. final past participles - Das hab'ich mir gedacht.

3. Prepositions - Reinforce all prepositions in context; all involve dative constructions

Unit VIII:

1. Holt, Verstehen und Sprechen Unit VIII
2. Tape VIII for above; Programs A and B
3. Flashcards, pictures and drawings.
4. Game: Teacher's Edition p. 152.
5. Übungsbuch- Lessons 21,22 and 23.
6. Hausaufgaben I Lessons: 8A,8B, 8C,8D,8E,8F,8G,8H,8I,8J.
7. Heath Graded German Readers
   Book I Allerlei
   Book II Fabeln
8. ALM - Level I Unit 12 Formal and Informal Command Forms (drills)
9. Scholastic Magazine Das Rad
10. Map of Germany

Suggested Content

4. Correct use of man and sonst
5. Separable verb written together in final position; such as herunterkommst, mitgebracht.
6. Interrogatives - wann, wo, wie, was, wer, wenn, wem, warum, wohin, woher.
7. Days of week

Unit IX:

1. Verbs:
   a. Modal auxiliaries reinforced; sollst added
   b. future tense - werden with final infinitive sein
   c. conversational past - hat gewonnen
   d. imperative ihr supplements earlier du and Sie forms
   e. infinitive with zu
2. 'Da' construction - dafür introduced
3. Adverbs - immer, häufig, gewöhnlich, oft, manchmal, selten, wieder, nie
4. Letters of alphabet - Buchstaben
5. Longer sentences and ja/nein questions

Suggested Resources, Materials, Media, Methods, Activities

11. Song: Horch was kommt von draussen 'rein.
12. Sprichwort: Reden ist Silber; Schweigen ist Gold.

Unit IX:

1. Holt, Verstehen und Sprechen Unit IX
2. Tape IX for above; Programs A and B
3. Flashcards, pictures and drawings
4. Übungsbuch - Lessons 24, 25 and 26
5. Hausaufgaben I Lessons 9A, 9B, 9C, 9D, 9E, 9F, 9G, 9H, 9I
6. Heath: Graded German Readers
   Book I Allerlei
   Book II Fabeln
7. Scholastic Magazine Das Rod
8. Map of Germany
9. ALM Level I Unit X, Auziliary verbs
10. Spelling Bee - using German alphabet
11. Sprichwort - Ubung macht den Meister

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Unit X

Suggested Content

1. Verbs:
   - a. Modal auxiliaries reinforced - intensive practice with soll
   - b. future tense: *werde*, *werden*, *wird* with infinitives
   - c. conditional *würden*
   - d. conversational past - haben participle
     sein past participle
   - e. infinitive usage
     - 1) ist zu sprechen
     - 2) modal without infinitive

2. Word order:
   - a. modals, *werden* and *würden* with final infinitive
   - b. *haben* and *sein* and past participle
   - c. subordinate clause with *wenn*, *dass*, *bis*

Suggested Resources, Materials, Media, Methods, Activities

1. Holt, *Verstehen und Sprechen*, Unit X
2. Tape X for above; Programs A and B.
3. Flashcards, pictures and drawings
4. Übungsbuch, Lessons 27, 28, 29
5. *Hausaufgaben I* - 10A, 10B, 10C, 10D, 10E, 10F, 10G, 10H, 10I, 10K
6. Heath, Graded German Readers
   Book I - *Allerlei*
   Book II - *Fabeln*
7. Map of Germany
8. Wiens, Bilderlesebuch
9. Scholastic Magazine, *Das Rod*
10. ALM - Level I Unit X Auxiliary verbs

Suggestions for Evaluation

(Beginning German B)

1) Through teacher-guided imitation and repetition of eight German sentences, the student should be able to reproduce the sounds of German with 80% accuracy. The flow of speech should be normal, but with definite regard for word boundaries; final consonants should be clear though not exaggerated.

   a. German 'r' before vowels and dipthongs
      e.g. Heute ist der dritte November.

   b. German 'l'
      e.g. Willst du mitkommen?

   c. Short 'a'
      e.g. Wann esst ihr zu Abend?

   d. Clear 't' between vowels - avoidance of 'd' sound
      e.g. Kann ich bitte Alfred sprechen?

   e. German 'n'
      e.g. Ja. Karlheinz zu Hause.

   f. ü sound of y
      e.g. Willst du mit in die Olympia Lichtspiele?

   g. Lip rounding
      e.g. Stosse deinen Kopf nicht an der Lampe.

   h. Word division
      e.g. Hier unten/im Spielzimmer

Other examples of German words and sounds to be used in context:

'r' before vowels and dipthongs

Freien
Frühling
draussen
dritte
fahren
ihre
regnet
grosse

'l'

wieviel
schnell
Eltern
will
viertel
soll
toll
Willi

short 'a'

wann
ganzen
Tante
dann
Schach
Schallplatten
Tanzen

't'

heute
hatte
acht
nicht
Käte
kommt
hupst
hat

Suggestions for Evaluation

Course Number 381120 Beginning German B

'n'

kann	deine
nicht	eine
anrufen	Männer
Benz	ganz

Lip Rounding

o		ö	
long	short	long	short
schon	kommst	anhören	können
stosse	Kopf		
oben	noch		
grosse	sonst		
	wollt		
	solltest		
	gewonnen		

word division

ihr/alle, aus/hören, immer/erkennen, hier/oben, hier/unten, immer/noch unser/Wagen, eine/Reifenpanne

ü	ü
long	short
dafür	dürfen
übrig	müssen
natürlich	fünf
Frühling	

2) Given five sentences, some long enough to be spoken with two intonations, the student should be able to imitate the German intonation patterns with 80% accuracy.

a. two intonations
   e.g. Aber mein Bruder Karl kann sehr gut spielen.

b. longer Ja/nein sentences
   e.g. Könnten wir nicht zusammen etwas aussuchen?

3) The student should be able to manipulate structures and vocabulary related to the topics studied by giving accurate responses to questions or cues.

a. Subject and verb agreement - regular verbs, haben and sein -- present tense

Given German sentences orally with subsequent indicated subject changes, the student should be able to repeat each sentence so that the verb is in agreement with the new subject seven times out of ten. The student should know all present tense endings for regular verbs and for haben and sein.

e.g. Ich gehe heute abend zu ihr. (Wir)
Wir gehen heute abend zu ihr.

Was tut ihr heute abend? (du)
Was tust du heute abend.

Examples of new verbs or verb forms in present tense

Regular

bleiben
bringen
fragen
gehen
glauben
spielen
sagen
tanzen
trinken
tun
wohnen
hupen
kommen
finden
liegen

Irregular

essen
sein (second person plural informal seid)

b. Subject and verb agreement - present tense modal auxiliaries and wissen

Given ten German sentences using modal auxiliaries and indicating a subject change, the student should be able to repeat the sentence with correct subject and verb agreement seven out of ten times.

e.g. Wir müssen zu Hause bleiben und arbeiten. (ich)
Ich muss zu Hause bleiben und arbeiten.

Modal auxiliaries include:

- all singular and plural forms of müssen, wollen and möchte
- all singular and first person plural forms of können, dürfen, and wissen
- also soll and solltest

c. Subject and verb agreement - conversational past (perfect tense) with haben and sein and indicating a subject change, the student should be able to repeat the sentence with correct subject and verb agreement seven times out of ten.

e.g. Tilo hat ein paar Schallplatten mitgebracht. (wir)
Wir haben ein paar Schallplatten mitgebracht.

Ich bin eben damit fertig geworden. (Hans)
Hans ist eben damit fertig geworden.

other examples of participles

gemacht
gespielt
gekauft
gefunden
gewonnen
gesehen
gehabt
mitgebracht
angerufen
gelernt

d. Subject and verb agreement - future tense - werden plus infinitive

Given five sentences in the future tense and indicating a subject change, the student should be able to repeat the sentence with correct subject and verb agreement in all present singular and first person plural forms of werden, four out of five times.

e.g. Wir werden drinnen warten bis du hupst. (ich)
Ich werde drinnen warten bis du hupst.

other examples of infinitives used with werden:

bleiben, sagen, kommen, hinausfahren, mitkommen, aussuchen

e. imperatives

Given six imperative expressions in the du form, with subject change indicated, the student should be able to provide the correct ihr and Sie forms four out of six times.

e.g. Komm doch mit, Anna! (Mädels)
Kommt doch mit, Mädels! (Frau Lübke)
Kommen Sie doch mit, Frau Lübke.

Other examples of imperatives in du form:

Sag mal, Fritz.
Komm, Mariechen.
Trink schnell, Bodo.
Frag mich, Hans.
Hör mal, Klara.

f. possessive adjectives - accusative case

Given a German sentence containing a possessive adjective in the accusative case and given an indicated subject change (masculine or feminine) the student should be able to repeat the sentence giving the correct possessive in four cases out of five. The student should be able to make any necessary changes for subject and verb agreement.

e.g. Martin muss seine Eltern fragen. (Klara)
Klara muss ihre Eltern fragen.

Seit wann hat Jürgen sein neues Haus? (Deine Groszeltern)
Seit wann haben deine Grosseltern ihr neues Haus?

g. word order

1) inversion

Given five sentences and directed to insert an adverb the student should be able to restate the sentence giving the inverted word order correctly four out of five times.

e.g. Wir wissen das noch nicht. (das)
Das wissen wir noch nicht.

Ich will morgen nachmittag Einkäufe machen. (morgen nachmittag)
Morgen nachmittag will ich Einkäufe machen.

Other examples of inverted word order:

Bis vierzehn Uhr hab'ich noch Probe.
O, da muss ich schnell machen.
Das können Sie doch nicht sagen.
Vielleicht ist er noch im Schwimmbad.

2) time and place sequence of adverbs

Given five sentences and directed to insert an adverb, the student should be able to restate each sentence placing the adverb in proper sequence three out of five times.

e.g. Musst du nach Hause? (schon)
Musst du schon mach Hause?

Ja, wir essen um sechs Uhr zu Abend. (doch)
Ja, wir essen doch um sechs Uhr zu Abend.

Heinz und ich gehen in die Stadt. (Samstag)
Heinz und ich gehen Samstag in die Stadt.

Könnten wir nicht etwas ausuchen? (zusammen)
Könnten wir nicht zusammen etwas aussuchen?

Bis vierzehn Uhr hab'ich Probe. (noch)
Bis vierzehn Uhr hab'ich noch Probe.

3) final verbs

a. infinitives

1) used with modal auxiliaries

Given five German sentences and given a modal auxiliary - infinitive pair with each sentence the student should be able to give the correct word order (infinitive in the final position) four out of five times.

e.g. Geht Hans kegeln? (darf-gehen)
Darf Hans kegeln gehen?

Ich bleibe zu Hause. (muss - bleiben)
Ich muss zu Hause bleiben.

2) used with werden in future tense

Given five German sentences in the present tense the student should be able to restate the sentence in the future tense giving correct word order. (infinitive in final position four out of five times.)

e.g. Sie bleibt zu Hause.
Sie wird zu Hause bleiben.

Wir machen Einkäufe.
Wir werden Einkäufe machen.

Ich gehe in die Stadt.
Ich werde in die Stadt gehen.

Du gehst schwimmen.
Du wirst schwimmen gehen.

b. past participles in final position.

Given five German sentences in the present tense and given the auxiliary haben with the past participle, the student should be able to restate the sentence in conversational past four out of five times.

e.g. Paul spielt sehr gut. (hat gespielt)
Paul hat sehr gut gespielt.

Herr Böll kauft ein neues Haus. (hat-gekauft)
Herr Böll hat ein neues Haus gekauft.

Ich sehe deine Kusine. (habe gesehen)
Ich habe dass Kusine gesehen.

Das Essen schmeckt ausgeziechnet. (hat geschmeckt.)
Das Essen hat ausgeziechnet geschmeckt.

Wir haben eine Reifenpanne. (haben-gehabt)
Wir haben eine Reifenpanne gehabt.

c. final verbs in subordinate clauses

Given four pairs of statements, the student can join them into one sentence with the subordinate clause dass, giving the correct word order 50% of the time.

e.g. Ich werde ihm sagen. Du hast angerufen. (dass)
Ich werde ihm sagen,dass du angerufen hast.

Es tut mir leid. Ich komme so spät. (dass)
Es tut mir leid, dass ich so spät komme.

Ich werde ihm sagen. Du hast deine Ziehharmonika mitgebracht.
(d ss)
Ich werde ihm sagen, dass du deine Ziehharmonika mitgebracht.
hast.

4) The student should be able to respond appropriately and in correct German to questions:

a) based on dialogue

Given five questions based on dialogues, the student should be able to give an appropriate answer in correct German 80% of the time.

e.g. Wird sonst noch jemand da sein?
Ja, Peter und Inge werden auch da sein.

b. factual questions based on conversations

Given five factual questions based on conversations studied, the student should be able to give an appropriate answer in correct German 70% of the time.

e.g. Was darf man so spät nicht mehr tun?
So spät darf man keine Platten mehr spielen.

c. personal questions based on conversations

Given five personal questions based on conversations studied, the student should be able to give an appropriate answer in correct German 60% of the time.

e.g. Darfst du Montag abend ins Kino gehen?
Nein, ich muss zu Hause bleiben und arbeiten.

5) The student should be able to ask directed questions based on content and structures learned.

Given the instruction to ask a particular question of a classmate, the student should be able to state three out of four questions accurately.

e.g. Joachim, frag Hans ob er gern Tennis spielt.
Hans, spielst du gern Tennis?

Gisela, frag Kurt ob er einen Vetter hat.
Kurt hast du einen Vetter?

6) The student should be able to manipulate the ordinal numbers with respect to dates.

a. in the nominative

Given four questions whose response involves the use of dates in the nominative case, the student should be able to answer correctly three out of four times.

e.g. Welches Datum haben wir heute?
Heute ist der dritte Februar.

Welches Datum haben wir morgen?
Morgen ist der vierte Februar.

b. in the dative

Given four questions whose response involves the use of dates in the dative case, the student should be able to answer correctly three out of four times.

e.g. Wann kommt deine Tante zu Besuch? Sie kommt am vierten Juli.
Wann hast du Geburtstag? Am zweiundzwanzigsten März.

7) The student should be able to prepare an oral report based on materials learned.

Given a topic sentence followed by a series of questions, the student should be able to prepare and deliver an appropriate report in correct German with 70% accuracy.

e.g. EINE FREUNDIN VON MIR HAT BALD GEBURTSTAG.
Wie heisst sie? In welchem Monat ist ihr Geburtstag? An welchem Tag? Wie alt ist sie jetzt?

Report Eine Freundin von mir hat bald Geburtstag. Sie heisst Else.
Sie hat im Mai Geburtstag. Am elften. Sie ist jetzt vierzehn Jahre alt.

8) The student should be able to recognize visually and to read aloud sentences mastered orally.

Given five sentences which consist of recombination of previously learned materials, the student should be able to read aloud the critical graphemes with at least 80% accuracy in pronunciation and intonation.

e.g.
1. Nein, erst mitten im Sommer, Am dritten Juli.
2. Aber wir haben jetzt doch so schönes Frühlingswetter,
3. Hast du vielleicht ein bisschen Milch?
4. Stosse deinen Kopf nicht an der Lampe.
5. Und wenn Sie zu Ihren Eltern fahren, grüssen Sie sie von uns.

9) The student should be able to reproduce in written form selected sentences learned orally.

Given from dictation five selected sentences the student should be able to write the sentences with 70% accuracy including capitalization of all nouns and those expressions which are used to denote the polite form.

e.g. Habt ihr eure Hausaufgaben schon gemacht?
Ja bitte, sagen Sie ihr, Frau Benz hat angerufen.

10) The student should be able to comprehend connected prose (oral or written) of learned material.

Given a paragraph of selected prose consisting of a recombination of learned structures with perhaps one or two unfamiliar words introduced, and given ten questions pertaining to the paragraph, the student should be able to give an appropriate response to seven out of ten questions.

e.g. Es ist Montag nach der Schule. Hans liest die Zeitung. Sein Freund Paul wohnt in der Nähe und kommt jetzt mit einem blonden Mädchen. Sie heisst Ilse. Paul sagt: Mein Plattenspieler ist kaputt. Ilse und ich haben Platten und möchten gern tanzen. Das freut Hans sehr. Er tanzt gern, besonders mit schönen Blonden. Die Musik beginnt. Und wer liest jetzt die Zeitung?

1) Was macht Hans?
Hans liest die Zeitung.

2) Wann liest er die Zeitung?
Er liest die Zeitung nach der Schule.

3) Wie heisst Hanses Freund?
Sein Freund heisst Paul.

4) Wo wohnt Paul?
Er wohnt in der Nähe.

5) Mit wem kommt er?
Er kommt mit einem blonden Mädchen.

6) Warum kommen sie?
Pauls Plattenspieler ist kaputt, und sie möchten gern tanzen.

7) Was haben sie?
Sie haben Platten.

8) Was macht Hans gern?
Hans tanzt gern.

9) Mit wem tanzt Ilse?
Sie tanzt mit Hans.

10) Wer liest am Ende die Zeitung?
Paul liest am Ende die Zeitung.

The above prose and questions and answers which follow appear in ALM German, Level One, Unit 4, page 32, 1963 edition.

11) The student should be able to manipulate structures in written exercises.

a. Given in written form any of the oral exercises in Objective 3 of this section of this guide, the student should be able to manipulate the same structures in written form with the same degree of accuracy.

b. Given five questions based on dialogues or conversations the student should be able to write an appropriate answer in correct German 70% of the time.

12) The student should be able to recognize similarities in vocabulary between German and English.

Given ten German sentences with a cognate underlined, the student should be able to write, in the space provided, the related English word for nine of the ten sentences.

e.g. 1. Wo seid ihr alle? all
2. Wir haben jetzt ein Spielzimmer unten im Keller. cellar

Examples of related words:

1. alle - all
2. aus - out
3. bei - by (at)
4. Bluse - blouse
5. Buch - book
6. Bus - bus
7. Eltern - elders
8. Flasche - flask
9. Freie - free (outdoors)
10. Glas - glass
11. Gott - God
12. Haar - hair
13. Hallo - hello
14. Hand - hand
15. Hausschuhe - houseshoes
16. hören - hear
17. Hut - hat
18. ist - is
19. Jacke - jacket
20. Juli - July
21. Junge - youngster (boy)
22. Kaffee - coffee
23. kalt - cold
24. Keller - cellar
25. Klasse - class
26. komm - come
27. Lampe - lamp
28. lernen - learn

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29. machen - make
30. Mai- May
31. Milch - milk
32. Minuten - minutes
33. mitten - middle
34. Mittwoch - midweek
35. Musik - music
36. Natürlich - naturally
37. Neue - new
38. neun - nine
39. Notenbuch - notebook (Music)
40. oben - over
41. Oper - opera
42. Orchester - orchestra
43. paar - pair
44. Platten - platter (records)
45. Preis - prize
46. Probe - probe (practice)
47. Schule - school
48. schwimmen - swimming
49. sechs - six
50. sieben - seven
51. Sommer - summer
52. unten - under
53. Tanz - dance
54. Tee - tea
55. Wagen - wagon (car)
56. war - was
57. Wasser - water
58. Wetter - weather
59. Winter - winter
60. Zehn - ten
61. Zu - too (very),to

13. The student should recognize that though some structures are parallel, languages cannot be equated word for word.

Given a list of sixteen varied German expressions, the student should be able to select with 80% accuracy those expressions which cannot be placed in a one-to-one correspondence with words in the English language.

e.g. _____ 1. Wie ist das Wetter heute?

__x__ 2. Das macht nichts.

__x__ 3. O, da muss ich schnell machen.

_____ 4. Wird sonst noch jemand da sein?

__x__ 5. Die ist immer noch kaputt.

_____ 6. Ach, warum willst du immer fernsehen?

_____ 7. Was tust du am Samstag Nachmittag?

__x__ 8. Es freut uns.

_____ 9. Grüss Gott, Amalie.

__x__10. Um halb zwei.

__x__11. Wenn du Lust hast.

_____12. Kannst du mir helfen?

__x__13. Gerne, geht es um dreiviertelzwei?

__x__14. Erst in acht Tagen.

_____15. Ich muss ein paar Einkäufe machen.

__x__16. Ist Karlheinz zu sprechen?

14. The student should be able to respond appropriately to the interrogatives studied.

Given ten questions using the interrogatives wann, was, wie, wo, wohin, wer, warum, the student should be able to give the appropriate response 60% of the time.

e.g. 1. Wann hast du Geburtstag?
Am vierten Juli.

2. Wie ist das Wetter heute?
Heute ist das Wetter schön.

3. Wo ist das Schwimmbad?
Das Schwimmbad ist um die Ecke.

4. Wer ist noch nicht hier?
Anna ist noch nicht hier.

5. Warum ist Paul heute nicht in der Schule?
Er ist heute krank.

6. Wohin gehst du nach der Schule?
Ich gehe zur Probe.

7. Wann kommt deine Tante zu Besuch?
Sie kommt in acht Tagen.

8. Wo seid ihr alle?
Hier sind wir, im Keller.

9. Was tut ihr am Samstag?
Hans und ich gehen Samstag in die Stadt.

10. Warum wollt ihr immer arbeiten.
Wir wollen es nicht - wir müssen es.

15. The student should be able to distinguish some aspects of German customs and culture as compared to American culture.

a. with respect to the use of the twenty-four-hour clock in telling time

When given five questions in German and a response dealing with time, the student should be able to repeat the response giving the appropriate time with respect to the twenty-four-hour clock.

e.g. 1. Teacher: Question: Wann hast du Orchesterprobe?
Student: Answer: Um zwei Uhr hab'ich Orchesterprobe.

Teacher: Question: Wann hast du Orchesterprobe?
Student: Answer: Um vierzehn Uhr hab'ich Orchesterprobe.

2. Teacher: Question: Wann soll ich vorbeikommen?
Student: Answer: Komm doch bitte um halb sieben vorbei.

3. Teacher: Question: Wann soll ich vorbeikommen?
Student: Answer: Komm doch bitte um Uhr neunzehn Uhr

b. with respect to forms of address

When given five written questions or statements with an indicated change of the person addressed, the student should be able to supply the correct pronoun for both the formal and informal forms of address, use the appropriate form of the verb and capitalize all pronouns used in formal address with 70% accuracy.

e.g.

1. Ich werde drinnen warten bis du hupst, Karl. (Herr Schulz)
   Ich werde drinnen warten bis Sie hupen, Herr Schulz.

2. Wollt ihr nicht bei uns fernsehen, Kinder? (Frau Lüger)
   Wollen Sie nicht bei uns fernsehen, Frau Lüger?

3. Können Sie Schach spielen, Herr Braun? (Bodo)
   Kannst du Schach spielen, Bodo?

4. Kennen Sie meine Kusine, Frau Schmidt? (Marie)
   Kennst du meine Kusine, Marie?

5. Möchtet ihr nicht ein Glas Limonade, Jungs? (Herr Bender)
   Möchten Sie nicht ein Glas Limonade, Herr Bender?

GERMAN DEPARTMENT

Course Number 381130 Beginning German C

Course Description:

Beginning German C is designed to improve proficiency in the basic skills of understanding and speaking with some increase in emphasis on reading and writing. Language skills are developed through vocabulary and structures related to the following topics: weekend plans and outings, shopping excursions, ordering of food and refreshments, and accidents and illnesses.

Student Characteristics:

Beginning German C is available to any student who has successfully completed Beginning German B

or

any student who demonstrates adequate performance of the objectives in Beginning German B.

Administrative Requirements:

1. a maximum of 30 students
2. one regularly assigned classroom
3. a functioning electronics classroom with 30 positions
4. a tape recorder in the classroom
5. a map of Germany in the classroom
6. access to a record player, movie projector, slide and filmstrip projector and other visual aids
7. related recorded tapes, discs, transparencies, flashcards and wall charts
8. sufficient number of textbooks for the students
9. supplementary readers where needed
10. daily classes

Beginning German C 381130

Objectives of Course	Suggested Content
1. To demonstrate control of the German sound system.	Phonology, Morphology, Syntax, Vocabulary and Culture
2. To imitate German intonation patterns.	Basic Text: Verstehen und Sprechen Holt, Rinehart, Winston Units XI - XV or ALM - Level I text
3. To manipulate structure and vocabulary related to topics studied.	Other resource materials
4. To respond accurately in oral form to questions both factual and personal based on materials studied.	
5. To ask directed questions	
6. To recognize visually and read aloud sentences consisting of materials mastered orally.	
7. To manipulate structures in written exercises.	
8. To respond accurately in written form to questions based on dialogues or conversations.	
9. To show skill in writing structured sentences.	
10. To recombine learned structures and vocabulary in conversation.	
11. To comprehend connected prose (oral or written) of learned materials.	
12. To recognize in context simitarities in vocabulary between German and English.	

13. To use with facility structures which differ from those of his own language.

14. To show increased familiarity with German customs and culture.

Beginning German C

Suggested Content

Unit XI

1. Verbs - reinforced through dialogue and pattern practices.
   a. Modal auxiliaries
   b. future formula: werden with infinitive
   c. conversational past: haben or sein with past participle.
2. Prepositions
   a. continued use of prepositional phrases
   b. emphasis on most common contractions with definite articles zum, zur, an
3. word division: habt eine, Kurt und, Nämlich ein, Freitag hinfahren, werden auch kommen, jetzt einen, noch auf
4. topics for report

Suggested Resources, Materials Media, Methods, Activities

Unit XI

1. Holt: Verstehen und Sprechen
2. Tape XI for above - Programs A and B
3. Flashcards, pictures, drawings
4. Übungsbuch Lessons 30,31 and 32
5. Hausaufgaben I Lessons 11A, 11B, 11C, 11D, 11E, 11F, 11G, 11H, 11I, 11J
6. A-LM Level I Unit XIII, XIV
   Structure Drills
   Present Perfect tense
   weak verbs pp 135-137
   strong verbs pp 147-149
7. Heath Graded German Readers
   Book I Allerlei
   Book II Fabeln
8. Map of Germany
9. Scholastic Magazine Das Rad
10. Poem

Über allen Gipfeln
Ist Ruh.
In allen Wipfeln
Spürest du
Kaum einen Hauch,
Die Vöglein schweigen im Walde.
Warte nur, balde
Ruhest du auch.
Goethe

Beginning German C

Suggested Content

Unit XII

1. Verbs - reinforced through dialogue and pattern practices
   - a. future tense werden with infinitive
   - b. conversational past haben with past participle
   - c. imperative form - review of second person singular informal
2. Prepositions
   - a. continued use of prepositional phrases to reinforce and expand construction of preposition with dative: im, beim, auf dem, in deinem, seit einer
   - b. preposition plus accusative with pronoun forms: ohne mich, auf dich
3. Topics for Report

Suggested Resources, Materials Media, Methods, Activities

Unit XII

1. Holt, Verstehen und Sprechen
2. Tape XII for above - Programs A and B
3. Flashcards, pictures, drawings
4. Übungsbuch, Lessons 33,34,35
5. Hausaufgaben I Lessons 12A-12J
6. Game: Ich weiss wo du deine Schlüssel gelassen hast. Teacher's Edition p. 244
7. A-LM - Level I Unit IX Repetition Drills with Bei von zu
8. Heath, Graded German Readers
   Book I Allerlei
   Book II Fabeln
   Book III Märchen und Erzählungen
9. Map of Germany
10. Scholastic Magazine - Das Rad

Suggested Content

Unit XIII

1. Verbs - reinforcement
   - a. separable prefix verb aus-sehen
   - b. future tense werden with infinitive
2. Adjective construction - through examples of usage rather than analysis
   - a. color names
   - b. case and gender endings especially with dies.

Suggested Resources, Materials Media, Methods, Activities

Unit XIII

1. Holt, Verstehen und Sprechen Unit XIII.
2. Tape XIII for above; Programs A and B.
3. Flashcards, pictures and drawings.
4. Games - Teacher's Edition p. 268
   - a. Gib's Weiter
   - b. Wie heisst dieser Herr?

Beginning German C

Suggested Content

Unit XIII (con't)

3. Prepositions
   a. reinforcement of prepositions combined with adjective forms
   b. da - constructions

4. Idiomatic Usages
   a. datives with gefallen
   b. Wir wollen - let's
   c. So eins - one like that
   d. Ein Paar - one pair (not a few)
   e. Zwo when written in numeral form.

5. Topics for Report

Unit XIV

1. Verbs
   a. conversational past - reinforced through basic dialogues and pattern practices
      1. haben with past participles
      2. sein with past participles
   b. idiomatic expressions
      1. es with geben
      2. dative with helfen
   c. nehmen - first and second person singular

2. prepositions
   a. dative plural forms
   b. accusative of destination

3. article usage: eine Tasse Tee; eine Packung Lakritze

Suggested Resources, Materials Media, Methods, Activities

Unit XIII (con't)

5. Übungsbuch Lessons 36,37, 38

6. Hausaufgaben I Lessons 13A, 13B, 13C, 13D, 13E, 13F, 13G, 13H, 13I, 13J

7. A-LM Level I Unit II Walter Geht Einkaufen

8. Heath, Graded German Readers
   Book I Allerlei
   Book II Fabeln
   Book III Märchen und Erzählungen

9. Map of Germany

10. Scholastic Magazine - Das Rad

11. Song: Wer will das Bezahlen?

Unit XIV

1. Holt, Verstehen und Sprechen Unit XIV

2. Tapes XIV for above, Programs A and B

3. Flashcards, pictures, drawings

4. Game - Teacher's Edition p. 296

5. Übungsbuch - Lessons 39,40,41

6. Hausaufgaben I Lessons 14A, 14B, 14C, 14D, 14E, 14F, 14G, 14H,

7. A-LM - Level I Recombination Reading Narrative p. 132

Suggested Content

4. Topics for Report

Suggested Resources, Materials Media, Methods, Activities

8. Heath, Graded German Readers
   Book I Allerlei
   Book II Fabeln
   Book III Märchen und Erzählungen

9. Map of Germany

10. Scholastic Magazine Das Rad

11. Song: "Heidenröslein"

12. Spruch: Was du lernst, das
    lerne recht;

    Was du machst, das
    mach nicht schlecht

Unit XV

1. Verbs
   a. perfect tense - (conversational past) reinforced
   b. reflexive construction sich and other reflexive pronouns; both direct and indirect object forms, with fühlen, verrenken, brechen

2. Prepositions - practice with all common prepositions in phrases

3. Idiomatic Expressions
   es tut weh; dabei; beim Frühstück

4. Topics for Report

5. Review Reading

Unit XV

1. Holt, Verstehen und Sprechen Unit XV

2. Tape XV for above; Programs A and B

3. Flashcards, drawings and pictures

4. Game: Der Arzt, Teacher's Edition p. 317

5. Übungsbuch: Lessons 42,43,44

6. Hausaufgaben I: 15A, 15B,15C, 15D, 15E, 15F, 15G

7. A-LM - Level I Onkel Heinrich kommt

8. Heath, Graded German Readers
   Book I Allerlei
   Book II Fabeln
   Book III Märchen und Erzählungen

Suggested Content

Unit XV (con't)

Suggested Resources, Materials Media, Methods, Activities

Unit XV (con't)

9. Map of Germany

10. Scholastic Magazine *Das Rad*

11. Reim:

Wie weh tut mein Finger
Wie weh tut Mein Fuss
Wie weh tut mir alles
Wenn ich arbeiten muss

Es tut Mir kein Finger
Kein Fuss tut Mir weh
Wenn zum Tanzen, zum Springen
Zum Spielen ich geh.

Suggestions for Evaluation

1. The student should be able to demonstrate control of the German sound system. The flow of speech should be normal, but with definite regard for word boundaries; final consonants should be clear, but not exaggerated.

   a. Sounds and Sound Combinations

   Through teacher-guided imitation and repetition of twelve German sentences, the student should be able to reproduce the sounds and sound combinations of German with 75% accuracy.

   Examples:

   1) German 'r' before vowels and dipthongs
   Das wäre grossartig.
   Am Freitag früh um sechs Uhr.

   2) Long 'o'
   Sag ihm doch er soll ohne mich fahren.

   3) Short 'o'
   Urselchen, komm doch herunter.

   4) Long 'u'
   Wir haben nämlich um neun Uhr Probe.

   5) Short 'ü'
   Wo stecken denn meine Schlüssel.

   6) Long 'ü'
   Kommt doch alle in die "Grüne Eule".

   7) Long and short 'ü'
   Der sitzt schon im Ezzimmer beim Frühstück.

   8) Long 'a'
   Sie sitzt oben im Schlafzimmer auf dem Bett.

   9) Short 'a'
   Rudi wartet schon lange im Wagen auf dich.

   10) Long 'e'
   Bitte nehmen Sie da Platz.

   11) Dipthong ei
   Das ist mir gleich.

   12) Short 'ö'
   Könnten Sie uns eine Packung Lakritze bringen.

Suggestions for Evaluation (Continued)

Other examples of German sounds and sound combinations to be used in context:

'r' before vowels and dipthongs

Fahrrad
Bruder
frei
Probe
dreissig
Schwägerin
auf Reisen
Fritz
Rudi
grau

long 'o'

Probe, Telefon, Noten
rot, Kasebrot
Hose, wohl

short 'o'

geschlossen
soll
noch
Post
offen
sonst
Rock

long 'u'

Handschuhe
Bluse
Fuss
furchtbar
Hut
Anzug
Kuchen

short ü

Nüssen, Jürgen
Entzündung
Waldhütte
gestürtzt

long 'ü'

grün
Kühlschrank
Gemüse
Bücher
fühlst

short 'a'

gelassen
Jacke
gesagt
Tafel

long 'a'

Wagen
fahren
Arm
Arzt
Bahnhof

long e

bequem
gesehen
steht

dipthong ei

Seite
dreissig
Kleid
reizend

short ö

Körper
könnt

long ö

gehört
hören

b. word division

Given five German sentences emphasizing division between words, the student should be able to pronounce clearly without exaggeration the final consonant and the first sound of the following word with 60% accuracy.

Examples:

1) Fritz und seine Schwester werden/auch kommen.

2) Rudi wartet schon lange im Wagen/auf dich.

Suggestions for Evaluation (Continued)

3) Sag ihm doch er soll/ohne mich fahren.

4) Was wollt ihr/alle haben?

5) Ja, ich bin noch um/acht Uhr hingegangen.

Other examples of word divisions:

habt/eine
Kurt/und
nämlich/ein
jetzt/einen
noch/auf
zehn/Uhr
nehme/lieber
soll/ich
habe/nicht

2. The student should be able to imitate German intonation patterns including initial-accented vowels and dipthongs.

Given five German sentences orally, the student should be able to imitate proper stress and native intonation patterns with 60% accuracy.

Examples:

a. mid-high-low intonation

Simple Statement

1) Ich nehme lieber Erdbeeren mit Schlagsahne.

Question calling for Information

2) Wo war Barbara eigentlich den ganzen Tag.

Command

3) Sag ihm doch er soll ohne mich fahren.

b. rising intonation - Ja/nein question

4) Hast du schon Ingrid gesehen?

c. vocative

5) Richard, kannst du mir aushelfen?

3. The student should be able to manipulate structures and vocabulary related to the topics studied

a. to give prompt and accurate oral responses to cues

1) subject verb agreement

a) conversational past (present perfect tense) using haben and past participle

Suggestions for Evaluation (Continued)

a) conversational past (etc.) continued

Given five German sentences orally, with indicated subject changes, the student should be able to repeat each sentence so that the auxiliary haben is in agreement with the new subject three out of five times.

Examples:

1) Mein Bruder Kurt und meine Schwägerin haben nämlich ein Wochenendhäuschen gekauft. (Mein Onkel)

Mein Onkel hat nämlich ein Wochenendhäuschen gekauft.

2) Hast du denn noch nicht gefrühstückt? (ihr)

Habt ihr denn noch nicht gefrühstück?

3) Ich hab' sie im Wagen gelassen. (wir)

Wir haben sie im Wagen gelassen.

4) Habt ihr alle viel Spass gehabt? (sie pl.)

Haben sie alle viel Spass gehabt?

5) Sie hat ein neues Kleid gekauft. (du)

Du hast ein neues Kleid gekauft.

b) Conversational past (present perfect tense) - using sein plus past participle

Given five German sentences orally, with indicated subject changes, the student should be able to repeat each sentence so that the auxiliary sein is in agreement with the new subject three out of five times.

Examples:

1) Wann bist du heute morgen aufgestanden? (er)

Wann ist er heute morgen aufgestanden?

2) Ist Arthur noch nicht heruntergekommen? (die Zwillinge)

Sind die Zwillinge noch nicht heruntergekommen?

3) Sie ist heute etwas früher nach Hause gekommen. (ich)

Ich bin heute etwas früher nach Hause gekommen.

4) Ich bin noch um acht Uhr hingegangen. (wir)

Wir sind noch um acht Uhr hingegangen.

Suggestions for Evaluation (Continued)

5) Er ist auf dem Teppich ausgerutscht und ist die ganze Treppe hinuntergefallen. (ihr)

Ihr seid auf dem Teppich ausgerutscht und seid die ganze Treppe hinuntergefallen.

c. Future tense - werden plus infinitive

Given five German sentences in the future tense and indicating a subject change, the student should be able to repeat the sentence with correct subject and verb agreement in all present tense singular and plural forms of werden three out of five times.

Examples:

1) Sie werden sie schon finden können. (du)

Du wirst sie schon finden können.

2) Wir werden vor dem Kaufhaus auf sie warten. (ich)

Ich werde vor dem Kaufhaus auf sie warten.

3) Wann wirst du morgen aufstehen? (Sie)

Wann werden Sie morgen aufstehen?

4) Fräulein Hesse, werden Sie zum Wochenende frei sein? (Kinder)

Kinder, werdet ihr zum Wochenende frei sein?

5) Nein, sie werden mit uns fahren. (er)

Nein, er wird mit uns fahren.

d) Modal auxiliaries - present tense;
also wissen and möchte

Given ten German sentences using modal auxiliaries and indicating a subject change, the student should be able to repeat the sentence with correct subject and verb agreement six out of ten times.

Examples:

1) Sag mal, möchtest du mit zum See? (ihr)

Sagt mal, möchtet ihr mit zum See?

2) Karl, willst du mit uns am Samstag zur Waldhütte fahren? (Herr Bremer)

Herr Bremer, wollen Sie mit uns am Samstag zur Waldhütte fahren?

Suggestions for Evaluation (Continued)

3) Wir wollen einmal dieses Paar anprobieren. (ich)

Ich will einmal dieses Paar anprobieren.

4) Soll ich sonst noch etwas bringen? (wir)

Sollen wir sonst noch etwas bringen?

5) **Nun** , ich weiss nicht was los ist. (ihr)

Non, ihr wisst nicht was los ist.

6) Herr Doktor, können Sie mir aushelfen? (Jungen)

Jungen, könnt ihr mir aushelfen?

7) Ich mag heute keine Milch trinken. (Wir)

Wir mögen heute keine Milch trinken.

8) Könnten wir mit dem Fahrrad hinausfahren? (ich)

Könnte ich mit dem Fahrrad hinausfahren?

9) Karl, darfst du bis Dienstag bei uns bleiben? (Frau Wagner)

Frau Wagner, dürfen Sie bis Dienstag bei uns bleiben?

10) Das solltest du noch einmal sehen. (er)

Das sollte er noch einmal sehen.

e) Imperative Forms

Given five imperative expressions, each with two subject changes indicated, the student should be able to provide the correct verb form to agree with the subject six out of ten times.

Examples:

1) Urselchen, komm doch herunter! (Fräulein Bieber)

Fräulein Bieber, kommen Sie doch herunter! (Kinder)

Kinder, kommt doch herunter!

2) Käte, mach schnell, es wird spät! (Jungens)

Jungens, macht schnell, es wird spät! (Herr Doktor)

Herr Doktor, machen Sie schnell, es wird spät!

Suggestions for Evaluation (Continued)

3) Kommt doch alle in die "Grüne Eule"! (Frau Böll)

Frau Böll, kommen Sie doch in die "Grüne Eule"! (Inge)

Inge, komm doch in die "Grüne Eule"!

4) Bitte, nehmen Sie da Platz, Herr Schmidt! (Anna)

Bitte, nimm da Platz, Anna! (Mädels)

Bitte, nehmt da Platz, Mädels!

5) Sag ihm doch, er soll ohne mich fahren. (Herr Braun)

Herr Braun, sagen Sie ihm doch, er soll ohne mich fahren. (Hans und Inge)

Hans und Inge, sagt ihm doch, er soll ohne mich fahren.

2) prepositions

a) in contraction form

Given orally ten German sentences using prepositions in contraction form and indicating a noun substitution, the student should be able to repeat the sentence with the appropriate preposition contraction to agree in gender with the new noun six out of ten times.

Examples:

1) Sag mal, möchtet ihr nicht mit zum Schwimmbad? (Waldhütte)

Sag mal, möchtet ihr nicht mit zur Waldhütte?

2) Da solltest du aber zur Krankenschwester gehen. (Arzt)

Da solltest du aber zum Arzt gehen.

3) Sag mal, willst du nicht mit zum Tanz? (Orchesterprobe)

Sag mal, willst du nicht mit zur Orchesterprobe.

4) Er sitzt seit einer halben Stunde am Fenster.

Er sitzt seit einer halben Stunde an der Tür.

5) Der sitzt schon im Esszimmer. (Küche)

Der sitzt schon in der Küche.

6) Er wartet schon im Wagen auf dich.

Er wartet schon in der Bibliothek auf dich.

Suggestions for Evaluation (Continued)

7) Die Handschuhe liegen doch im Schrank. (Schlafzimmer)

Die Handschuhe liegen doch im Schlafzimmer.

8) Das Wasser ist im Wagen. (die Tasse)

Das Wasser ist in der Tasse.

9) Die Limonade ist im Glas. (die Flasche)

Die Limonade ist in der Flasche.

10) Die Schuhe kaufe ich in der Stadt. (Kaufhaus Behrens)

Die Schuhe kauf ich im Kaufhaus Behrens.

b) Dative of position (with definite article)

Given orally seven German sentences containing prepositional phrases using the dative of position and indicating a noun change, the student should be able to repeat the sentence using the appropriate article to agree in case and gender with the new noun four out of seven times.

Examples:

1) Wir werden vor der Kirche auf dich warten. (das Kino)

Wir werden vor dem Kino auf dich warten.

2) Wir werden hinter dem Bahnhof auf dich warten. (die Bibliothek)

Wir werden hinter der Bibliothek auf dich warten.

3) Bist du gestern noch bei dem Fussballspiel gewesen? (die Probe)

Bist du gestern noch bei der Probe gewesen?

4) Sind Sie gestern noch im Keller gewesen? (die Schule)

Sind Sie gestern noch in der Schule gewesen?

5) Er ist auf dem Teppich ausgerutscht. (die Treppe)

Er ist auf der Treppe ausgerutscht.

6) Die Bücher sind neben der Tür. (das Sofa)

Die Bücher sind neben dem Sofa.

7) Die Post ist neben dem Bahnhof. (die Kirche)

Die Post ist neben der Kirche.

Suggestions for Evaluation (Continued)

c) accusative of destination (with definite and indefinite articles)

Given orally seven German sentences containing prepositional phrases using the accusative of destination, and indicating a noun change, the student should be able to repeat the sentence using the appropriate form of the article to agree in case and gender with the new noun four out of seven times.

Examples:

1) Kommt doch alle ins Wohnzimmer!(die "Grüne Eule")

Kommt doch alle in die "Grüne Eule"!

2) Kommen Sie doch auf den Flugplatz! (die Post)

Kommen Sie doch auf die Post!

3) Wir wollen morgen ins Kino gehen. (die Oper)

Wir wollen morgen in die Oper gehen.

4) Karl ist über die Katze gefallen. (der Ball)

Karl ist über den Ball gefallen.

5) Wir sind gegen ein Haus gefahren. (ein Baum)

Wir sind gegen einen Baum gefahren.

6) Wir sind gegen einen Wagen gefahren. (eine Mauer)

Wir sind gegen eine Mauer gefahren.

7) Er ist auf die Telefonstange geklettert. (die Telefonstange)

prepositions combined with adjective forms

Given orally five German sentences containing preposition - adjective combinations and indicating an object change, the student should be able to repeat the sentence using the appropriate adjective endings to agree in gender with the new noun three out of five times.

Examples:

1) Seit einer halben Stunde sitzt sie am Telefon. (der Tag)

Seit einem halben Tag sitzt sie am Telefon.

Suggestions for Evaluation (Continued)

2) Sieht Hans mit seinem roten Hut nicht furchtbar aus?
(die Jacke)

Sieht Hans mit seiner roten Jacke nicht furchtbar aus?

3) Sieht Karin in ihrem weissen Kleid nicht reizend aus?
(die Bluse)

Sieht Karin in ihrer weissen Bluse nicht reizend aus?

4) Klaus hat auf seiner grossen Schaukel viel Spass. (das Fahrrad)

Klaus hat auf seinem grossen Fahrrad viel Spass.

5) Es tut mir an der ganzen Lippe weh. (der Körper)

Es tut mir am ganzen Körper weh.

3) pronouns - (gender in nominative and accusative cases)

a) nominative case - subject pronoun

Given orally seven German sentences the student should be able to repeat the sentence replacing the subject noun with an appropriate pronoun to agree in both gender and number five out of seven times.

Examples:

1) Die "Grüne Eule" ist bis zehn Uhr offen.

Sie ist bis zehn Uhr offen.

2) Georg hat Klavier gespielt.

Er hat Klavier gespielt.

3) Hans und Inge haben getanzt.

Sie haben getanzt.

4) Die dunkelbraune Jacke ist recht hübsch.

Sie ist recht hübsch.

5) Der neue Hut steht ihm gut.

Er steht ihm gut.

6) Das neue Haus ist gross.

Es ist gross.

Suggestions for Evaluation (Continued)

7) Die Handschuhe sind zu klein.

Sie sind zu klein.

b. accusative case - object pronoun

Given orally seven German sentences, the student should be able to repeat the sentence replacing the object noun with an appropriate pronoun five out of seven times.

Examples:

1) Sie werden die Bibliothek schon finden können.

Sie werden sie schon finden können.

2) Hans wird den Flugplatz schon finden können.

Hans wird ihn schon finden können.

3) Wir werden das Krankenhaus schon finden können.

Wir werden es schon finden können.

4) Ich steige die Treppe hinauf.

Ich steige sie hinauf.

5) Er kann die Schlüssel nicht finden.

Er kann sie nicht finden.

6) Wir wollen dieses Paar anprobieren.

Wir wollen es anprobieren.

7) Bodo will das Buch lesen.

Bodo will es lesen.

b) to respond accurately in oral form to questions

1) based on dialogue

Given ten questions based on dialogue, the student should be able to give an appropriate answer in correct German sixty percent of the time.

Examples:

1) Um wieviel Uhr werden wir losfahren?

Am Freitag früh um sechs Uhr.

Suggestions for Evaluation (Continued)

2) Wird's nicht Spass machen?

Das will ich meinen.

3) Hast du denn noch nicht gefrühstückt?

Ich mag heute kein Frühstück.

4) Wo ist Barbara eigentlich?

Sie sitzt oben im Schlafzimmer auf dem Bett.

5) Wo ist das Kaufhaus Behrens?

Immer geradeaus, diese Strasse entlang.

6) Was wünschen Sie, bitte?

Ein paar Schuhe, braun, Grösse zwoundvierzig.

7) Wohin wollen wir heute abend gehen?

Kommt doch alle in die grüne Eule.

8) Rolf, kannst du mir aushelfen?

Ja, ich habe genug Kleingeld bei mir.

9) Fühlt sich Elisabeth jetzt wieder besser?

Heute morgen hatte sie kein Fieber mehr.

10) Was ist mit Klaudia los? Sie hinkt ja so.

Sie hat sich den Fuss verrenkt.

b) to factual questions based on conversations

1. Given ten factual questions based on conversations and requiring minimal variation in structure, the student should be able to give an appropriate response in correct German six out of ten times.

examples:

1) Wie geht es Frau Wildbach?

Es geht Frau Wildbach ausgezeichnet.

2) Wann hat Amalia Geburtstag?

Sie hat am ersten März Geburtstag.

3) Warum kann Rolf nicht schwimmen gehen?

Er kann seit gestern seine Badehose nicht finden.

4) Wann ist wieder Theaterprobe?

Erst Mittwoch ist wieder Theaterprobe.

5) Warum glaubt Karl, dass deiner noch nicht Hause gekommen ist?

Er hat ihn noch nicht gehört.

6) Wie sieht das Sofa aus?

Es sieht so hübsch aus.

7) Was möchte Anneliese kaufen?

Sie möchte ein Kleid--oder einen Rock und eine Bluse kaufen.

8) Was kann Georg tun?

Er kann Ziehharmonika spielen.

9) Wie lange muss sie noch im Bett liegen?

Noch ein paar Tage muss sie im Bett liegen.

10) Warum möchte Ulrike nicht zu früh Frühstück haben?

Sie ist heute morgen um fünf Uhr aufgestanden.

c) to personal questions based on conversations.

Given five personal questions based on conversations and requiring minimal variation in structure, the student should be able to give an appropriate response in correct German three out of five times.

e.g.

1. Wann hast du Geburtstag?

Am vierten Oktober hab' ich Geburtstag.

2. Wann bist du heute morgen aufgestanden?

   Ich bin um sieben Uhr aufgestanden.

3. Ist dein Schlafzimmer oben oder unten im Haus?

   Mein Schlafzimmer ist oben im Haus.

4. Was möchtest du lieber, Schokolade mit Nüssen oder ohne Nüsse?

   Ich möchte lieber Schokolade mit Nüssen.

5. Fährst du mit dem Fahrrad in die Schule?

   Nein,ich fahre mit dem Bus in die Schule.

   d) and to ask directed questions based on structures learned

   Given the instruction to ask a particular question of a classmate, the student should be able to state the question three out of five questions accurately.

Examples:

1. Detlev, frag Käte wer neben ihr wohnt.

   Käte,wer wohnt neben dir?

2. Bodo, frag Richard ob er ein paar gute Schallplatten hat.

   Richard, hast du ein paar gute Schallplatten?

3. Hans, frag Adolf warum Rolf nicht schwimmen gehen kann.

   Adolf, warum kann Rolf nicht schwimmen gehen?

4. Johann, frag Karl was für einen Wagen seine Familie hat.

   Karl, was für einen Wagen hat deine Familie?

5. Dorli, frag Anna ob sie Klavier spielen kann.

   Anna, kannst du Klavier spielen?

5. The student should be able to recognize visually and to read aloud sentences consisting of materials mastered orally.

   Given ten sentences which consist of a recombination of previously learned materials, the student should be able to read aloud the critical graphemes with at least 60 percent accuracy in pronounciation and intonation.

examples:

1. Am See. Fünfzig Kilometer von hier.
2. Ich mag heute kein Frühstück.
3. Die hängen doch im Schrank in deinem Zimmer.
4. Ich nehme lieber Erdbeeren mit Schlagsahne.
5. Schon seit zwei Tagen hab' ich Kopfweh.
6. Fühlt sich Elisabeth jetzt wieder besser?
7. Habt ihr viel Spass gehabt?
8. Er ist auf einem Teppich ausgerutscht, und ist die ganze Treppe hinunter gefallen.
9. Wir haben nämlich um neun Uhr Probe.

6. The student should be able to reproduce in written form selected sentences learned orally.

   Given from dictation five selected questions and answers, with the question only repeated, the student should be able to write the answers with 60 percent accuracy with respect to spelling and the capitalization of all nouns and the pronouns which denote the polite form.

   examples:

   1. Wo ist denn eure Waldhütte?

      Am Mohnsee. Hundert Kilometer von hier.

2. Ist Arthur noch nicht heruntergekomm
   Der sitzt schon im Esszimmer bein Frühstück.

3. Wollen wir dieses Paar anprobieren?
   Ja. Dieser Schuh ist sehr bequem.

4. Gibt's noch Erdbeeren?
   Nein, die gibt's schon längst nicht mehr.

5. Was hat der Arzt gesagt?
   Sie hatte eine kleine Entzündung.

7. The student should be able to manipulate structures in written exercises.

   Given in written form any of the foregoing oral exercises in structure, the student should be able to manipulate the same structures in written form, with the same degree of accuracy.

8. The student should be able to respond accurately in written form to questions based on dialogues or conversations.

   Given five written questions based on dialogues or conversations, the student should be able to write an appropriate answer in correct German three out of five times.

   examples:

   1. Geht's nicht schon am Donnerstag?
      Nein, Kurt is Mittwoch noch auf Reisen.

   2. Was möchte Marta am Nachmittag tun?
      Sie möchte schwimmen gehen.

   3. Hast du denn noch nicht gefrühstückt?
      Ich mag heute kein Frühstück.

   4. Wie lange hat Brigittas Vater diesen Wagen?
      Er hat ihn erst neulich gekauft.

   5. Was soll die Kellnerin Viktor bringen?
      Sie soll Viktor eine Tasse Kaffee brigen.

9. The student should be able to show skill in writing structured sentences.

Given a conversation covering a range of grammatical structures and vocabulary studied in preceding units, the student having read the conversation silently and/or orally, and having covered orally questions pertaining to the conversation, the student should be able to write a guided summary in complete German sentences with sixty percent accuracy.

(Special Conversations for Reading and Writing are found in the Reading and Review Sections spaced at regular intervals throughout the basic text.)

10. The student should be able to recombine learned structures and vocabulary in conversation.

Given a topic sentence followed by a series of questions, the student should be able to prepare and present an oral report based on materials learned, with seventy percent accuracy.

example:

Meine Freunde und ich werden mit dem Fahrrad fahren.
An welchem Tag werdet ihr fahren? Um wieviel Uhr?
Wie weit wird das sein? Werdet ihr im Freien essen?
Was werdet ihr tun wenn es regnet? Um wieviel Uhr
kommt ihr wieder nach Hause?

Report:

Meine Freunde und ich werden mit dem Fahrrad nach draussen fahren. Am Sonntag werden wir nach drassen fahren. Wir werden um sieben Uhr losfahren. Der See ist zwanzig Kilometer von hier. Wir werden am See im Freien essen. Das Essen schmeckt im Freien immer so gut. Wenn es regnet werden wir zu Hause bleiben und fernsehen. Wir kommen um zwanzig Uhr wieder nach Hause.

11. The student should be able to comprehend connected prose (oral or written) of learned materials.

Given a passage of selected prose consisting of a recombination of learned structures with several unfamiliar words introduced, and given ten questions pertaining to the passage, the student should be able to give an appropriate answer to seven out of ten questions.

example:

Es ist drei Uhr und die Schule ist aus. Inge und Helge haben heute keine Hausaufgaben. Sie nehmen den Autobus in die Stadt um dort Einkäufe zu machen. Sie gehen an vielen schönen Geschäften vorbei. Inge will sich Schuhe und eine Handtasche kaufen. Helge braucht ein Köfferchen. Sie will nähmlich nächstes Wochenende ihre Tante auf dem Land besuchen. Helge freut sich auf den Besuch bei Tante Luise. Tante Luise kocht ausgezeichnet und bei ihr schmeckt das Essen immer so gut. Helge erzählt Inge von dem guten Essen, das es bei Tante Luise immer gibt. Die beiden Mädchen werden auf einmal sehr hungrig. Sie gehen um die Ecke und stehen jetzt vor der "Grünen Eule".

"Wie wär's mit einem Glas Milch und einem Stück Kuchen?", fragt Helga. "Gerne" sagt Inge, und die Mädels gehen hinein. Sie setzen sich an einen Tisch. Inge bestellt sich ein Stück Torte; Helga will lieber Käsekuchen. Beide trinken ein Glas Milch .

"Jetzt müssen wir qber schnell machen", sagt Inge. "Es ist schon nach fünf Uhr."

Sie bezahlen die Rechnung und gehen zum Kaufhaus Knopf.

Fragen:

1. Um wieviel Uhr ist die Schule aus?

   Sie ist um drei Uhr aus.

2. Haben Inge und Helga heute viel Hausaufgaben?

   Nein, sie haben keine Hausaufgaben.

3. Wohin fahren die Mädchen?

   Sie fahren in die Stadt.

4. Was wollen Inge und Helga dort tun?

   Sie wollen Einkäufe machen.

5. Wann braucht Helga ein Köfferchen?

   Am Wochenende will sie Tante Luise besuchen.

6. Warum geht Helga so gerne zu Tante Luise?

   Tante Luise kocht so gut. Bei ihr schmeckt das Essen immer so gut.

7. Wie sind die Mädchen auf einmal?

   Sie sind so hungrig.

8. Wo wollen sie etwas essen und trinken?

   In der "Grünen Eule."

9. Was müssen sie dann aber tun?

   Sie müssen schnell machen?

10. Wohin gehen sie dann?

    Sie gehen zum Kaufhaus Knopf.

12. The student should be able to recognize in context similarities in vocabulary between German and English.

    Given ten German sentences with a cognate underlined, the student should be able to write in the space provided, the related English word for nine of the ten sentences.

    examples:

1.	Das solltest du wirklich bringen.	bring
2.	Hat er nicht einen Preis gewonnen?	won
3.	Sie wohnt da unten in dem grossen, alten Haus.	old
4.	Die hängen doch im Schrank.	hang
5.	Hat jemand unsere Noten gesehen?	notes (music)
6.	Wann bist du gestern aufgestanden?	yesterday

7. Bring doch deine Tennisschuhe mit.	tennis shoes
8. Dort ist es auf der linken Seite.	side
9. Ich werde es schon finden.	find
10. Was kosten diese?	cost

other examples:

1. Apfel - apple
2. aus - suchen - seek out
3. Ball - ball
4. blau - blue
5. braun - brown
6. Brot - bread
7. Dank - thanks
8. dein - thine (yours)
9. Fieber - fever
10. Finger - finger
11. fühlen - feel
12. fuss - foot
13. gebrochen - broken
14. grün - green
15. Gummischuhe - rubber (gum) shoes
16. halbe - half
17. Handschuh - (handshoe) glove
18. herunter - (here under) down
19. hundert - hundred
20. Jahr - year
21. kann - can
22. Katze - cat
23. Kuh - cow
24. lange - long
25. Limonade - lemonade
26. Mehr - more
27. Mein - mine
28. Mit - with
29. Motor - Motor
30. Musst - must
31. neun - nine
32. Nüssen - nuts
33. Ohrringe - earrings
34. oft - often
35. Packung - package
36. Park - park
37. Polizisten - police
38. Post - post (office)
39. Ring - ring

40. Rot - red
41. Schnee - snow
42. Schokolade - chocolate
43. Schuh - shoe
44. See - sea (lake)
45. Segelboot - sailboat
46. selten - seldom
47. setzen - set
48. sitzen - sit
49. Sofa - sofa
50. Stein - stone
51. Uhr - hour (clock)
52. und - and
53. vier - four
54. Vorsicht - foresight (caution)
55. warm - warm
56. will - want
57. Woche - week
58. Wochenende - weekend

13. The student should be able to use with more facility structures which differ from those of his own language.

Given five questions based on previously learned materials and given three possible responses, among them one or more idiomatic expressions, the student should be able to select an appropriate response with sixty percent accuracy.

examples:

1. Sag mal, möchtest du mit zur Waldhütte?
    a. Mein Onkel hat neulich ein Wochenend-häuschen gekauft.
    b. Das wäre Spass machen?
    c. Kurt ist Mittwoch noch auf Reisen.
2. Wird's nicht
    a. Nein, sie werden mit uns fahren.
    b. Wir haben bis Dienstag frei.
    c. Ja, das mein ich auch.
3. Wie gefällt dir das Kleid?
    a. Es steht ihr gut.
    b. Das ist mir gleich.
    c. Sie hat sich ein neues Kleid gekauft.
4. Ich nehme lieber Erdbeeren mit Schlagsahne.
    a. Die gibst doch schon längst nicht mehr.
    b. Ich habe nicht genug Kleingeld bei mir.
    c. Nur ein Käsebrot und ein Glas Milch.

5. Was ist denn los? Fühlst du dich nicht wohl?
    a. Es tut mir am ganzen Körper weh.
    b. Heute morgen hatte sie kein Fieber Mehr.
    c. Hoffentlich war's nichto Ernstes.

other examples of idiomatic expressions:

1. Geht's nicht schon am Donnerstag?
2. Mach schnell, es wird spät.
3. Sag mal, hast du am Freitag frei?
4. Wo stecken denn meine Gummischuhe?
5. Ich hab' auch so eins.
6. Steht es ihr nicht glänzend?
7. Ich weiss nicht, was mit mir los ist.
8. Dabei hat er sich den Fuss verrenkt.
9. Er liegt im Krankenhaus.
10. Die Bibliothek ist von Mittag bis zweiundzwanzig Uhr offen.

14. The student should be able to show increased familiarity with German customs and culture. He should know the differences which exist with respect to:

    a. German and American units of measurement
        1. distance - metric system
        2. size
        3. temperature (Celsius)

    b. types of currency in German speaking countries

        1. Germany - Mark and Pfennig
        2. Austria - Schilling and Groschen
        3. Switzerland - Frank (swiss

GERMAN DEPARTMENT

Course Number 382110 Intermediate German A

Course Description:

Intermediate German A is designed for mastery of the basic conversation skills of understanding and speaking and facility with vocabulary and structures. Reading skills are increased through more demanding conversations, and writing is developed mainly through questions which lead to a guided summary of conversations studied.

Vocabulary and structures are related to such topics as summer plans for work and play, travel to the city, country and outer space (the latter in the form of movies) and such activities as dancing, movie-going, boating, hunting, fishing and horsebackriding.

Student Characteristics:

Intermediate German A is available to any student who has successfully completed Beginning German C

or

any student who demonstrates adequate performance of the objectives stated in Beginning German C.

Administrative Requirements:

1. a maximum of 30 students
2. a functioning electronic classroom with 30 positions
3. a tape recorder and an overhead projector, in the classroom
4. access to a record player, movie projector, slide and film projector, and other visual aids
5. related recorded tapes and discs
6. transparencies, flashcards and wall charts
7. sufficient number of textbooks for the students
8. supplementary readers
9. a map of Germany in the classroom
10. daily classes

Intermediate German A

Course No. 382110

Objectives of Course

1. to improve control of the German sound system
2. to approximate native intonation patterns in longer sentences and paragraphs
3. to manipulate structures and vocabulary related to topics studied
4. to respond appropriately and in correct German to questions both personal and factual based on materials studied
5. to ask directed questions based on content and structures learned
6. to recognize visually and to read aloud sentences mastered orally
7. to reproduce in written form sentences mastered orally
8. to manipulate structures in written exercises
9. to write somewhat longer, more complex structured sentences perhaps in short paragraphs
10. to recombine with more frequency and ease learned structures and vocabulary orally
11. to read and comprehend selections with some unfamiliar words understood from context
12. to show alertness to similiarities in vocabulary between English and German

Suggested Content

Phonology, Morphology, Syntax, Vocabulary and Culture.

Basic Text:

Verstehen und Sprechen,
Holt, Rinehart, Winston
Units XVI - XX

or

ALM Level II Text

other resource materials

Objectives of Course Suggested Content

13. to identify different structures which have equivalent meanings

14. to distinguish some aspects of German culture as compared to American culture.

Suggested Content

Unit XVI -

1. Verbs
   a. verb phrases in conversational past reinforced: sind gekommen habe gesehen
   b. modal auxiliary darf

2. Word Order
   early placement of adverb of time

3. Adjectives
   a. inflected: ein neues, eine ausgezeichnete, ein kühles
   b. uninflected - in adverbial function and as predicate adjective: gut, nett, besser, rechtzeitig, reizend, warm furchtbar, heiss

4. Courtesy Phrases: Viel Vergnügen!, Keine Sorge! Wenn ich bitten darf; könnte nicht besser sein; wie wär's; ich bedaure

Suggested Resources, Materials, Media, Methods, Activities

1. Holt, Verstehen und Sprechen Unit XVI

2. Tape XVI for above, Programs A and B

3. Flashcards, drawings and pictures

4. Game: "Pauline Sagt" Teacher's Edition p. 341

5. Übungsbuch, Lessons 45,46,47.

6. Hausaufgaben I, Lessons 16a, 16b, 16c, 16d, 16e, 16f, 16g, 16h, 16i

7. ALM - Level II p. 17, p. 31, p. 161

8. Heath, Graded German Readers

   Book I Allerlei
   Book II Fabeln
   Book III Märchen und Erzählungen
   Book IV Eulenspiegel und Münchhausen

9. Scholastic Magazine Das Rad. Schuss

10. Map of Germany

Unit XVII -

1. Verbs
   a. narrative past reinforced: war, waren, vorhattet
   b. conversational past-reinforced
   c. double verb construction: reiten gegangen

1. Holt, Verstehen und Sprechen Unit XVII

2. Tape XVII, Programs A and B

Suggested Content

2. Adjectives - masculine accusative singular construction: letzten Samstag, einen schönen Rehbock, einen grossen Bauernhof, durch den Wald
3. Compound Nouns: Wochenende, Gasthaus, Rehbraten, Bauernhof

Suggested Resources, Materials, Media, Methods, Activities

3. Flashcards, drawings and pictures.
4. Games: Teachers Edition p.365
   a. Mein Onkel hat einen grossen Bauernhof
   b. Ich war mit meinem Vater auf der Jagd.
   c. Weisst du was ich letzten Samstag getan habe?
5. Ubungsbuch - Lessons 48,49,50
6. Hausaufgaben I, 17a, 17b, 17c, 17d, 17e, 17f, 17g
7. ALM Level II
   p. 59, p. 17
8. Heath, Graded German Readers
   Books I to IV
9. Scholastic Magazine
   Das Rad, Schuss
10. Map of Germany
11. Songs: "Der Jäger als Kurpfalz"
    "Wenn wir fahren auf der See"

Unit XVIII -

1. Verbs
   a. narrative past: strong, weak, irregular,
   b. present tense
2. Passive Voice: wird gerettet, wurde gegeben
3. Prepositional Phrases
   a. dative plurals: in den Kammerspielen; mit ihren Strahlen

1. Holt, Verstehen und Sprechen Unit XVIII
2. Tape XVIII, Programs A and B
3. Flashcards, drawings and pictures
4. Spelling Bee
5. Übungsbuch, Lessons 51,52,53
6. Hausaufgaben I 18a, 18b, 18c

Suggested Content

b. singular dative and accusative forms: hinter dem Mond; durch den Weltraum

4. Subordinate Clause using weil

Unit XIX -

1. Verb Phrases and Constructions
   a. more complex structures: hätten finden können; muss gelassen haben
   b. dative forms with gefallen, sich vorstellen
   c. modal auziliary with implied infinitive of motion
2. Prepositions
   a. accusative of destination (wohin) with masculine and neuter nouns: ins Park-Cafe; in den Stadtpark.
   b. dative of position (wo): im Hotel; an der Ecke
3. Comparative adverb - lieber

Suggested Resources, Materials Media, Methods, Activities

7. ALM - Level II p. 52, p. 199, p. 203, p. 239, p. 240, p. 371, p. 96, p. 256, p. 286
8. Heath: Graded German Readers Books I to IV
9. Scholastic Magazine Das Rad Schuss
10. Map of Germany
11. Proverb: "Wer zuletzt lacht, lacht am besten".

Unit XIX -

1. Holt, Verstehen und Sprechen Unit XIX
2. Tape XIX, Programs A and B
3. Flashcards, drawings and pictures
4. Game: Wohin Möchtet ihr lieber? Teachers Edition p. 400
5. Übungsbuch - Lessons 54,55, 56
6. Hausaufgaben I, 19a, 19b, 19c, 19d, 19e, 19f, 19g
7. ALM Level II p. 256
8. Heath: Graded German Readers Books I - IV
9. Scholastic Magazine Schuss, Das Rad
10. Map of Germany
11. Proverbs:
    a. Wenn Eine eine Reise tut, dann kann er was erzählen.
    b. Stadtluft macht frei.

Suggested Content

Unit XX -

1. Verb constructions reinforced
   a. present tense forms
   b. Modal auxiliaries
   c. werden plus infinitive
   d. conversational past
   e. separable verbs
   f. inverted word order of subject and verb
   g. subordinate clause patterns

2. prepositions - review of constructions involving dative plural and accusative of destination

3. word order -
   a. verb elements which have final position
   b. sequence of adverbs - time adverbs appearing early

Suggested Resources, Materials Media, Methods, Activities

1. Holt: Verstehen und Sprechen Unit XX

2. Tape XX Programs A & B

3. Flashcards, drawings and pictures

4. Game - Teacher's Edition p. 419

5. Übungsbuch: Lessons 57,58 & 59

6. Hausaufgaben I, 20A, 20B, 20C, 20D and 20F

7. A-LM - Level II References Units 16-19

8. Heath: Graded German Readers Books I-V

9. Scholastic Magazines Das Rad, Schuss

10. Map of Germany

11. Proverb:
    Eine Schwalbe macht
    noch keinen Sommer.

Suggestions for Evaluation -

At this level the student has had sufficient practice with the German sound system to have acquired to a large degree the necessary habits of pronounciation. For that reason there is no further emphasis on any partticular area of pronounciation practice, but rather an attempt to correct individual problems or difficulties which may continue to exist. The mastery of the basic conversation skills is still foremost in importance with greater emphasis on facility with vocabulary and structure.

Much of the remainder of the text deals with the reinforcement of previously learned structures for the evaluation of which ample suggestions and examples occur in the foregoing pages of the guide. For that reason the following items of evaluation deal with those structures which may have been introduced earlier but are being emphasized for the first time.

1. The student should be able to demonstrate control of the German sound system with mastery of some pertinent phrases such as, "Ich kann die Frage nicht verstehen".
    a. Through teacher - guided imitation and repetition of ten German sentences, the student should be able to reproduce the sounds and sound combinations of German with eighty percent accuracy.
    b. Given five German sentences emphasizing division between words, the student should be able to pronounce clearly without exaggeration the final consonant of a word and the first sound of the next word with eighty percent accuracy.
2. The student should be able to approximate native intonation patterns in longer sentences and paragraphs.

    Given five German sentences orally, the student should be able to imitate proper stress and native intonation patterns with 80 percent accuracy.
3. The student should be able to manipulate structure and vocabulary in topics studied. He should be able to give prompt and accurate oral responses to cues, such as pattern drills and other exercises.

a. subject-verb agreement--narrative past

Given ten German sentences using the narrative past and indicating a subject change, the student should be able to restate the sentence, changing the verb to agree with the new subject with sixty percent accuracy.

examples:

1. Wo warst du denn? (er)
   Wo war er denn?

2. Ich war mit meinem vater auf der Jagd. (wir)
   Wir waren mit meinem Vater auf der Jagd.

3. Die Marsleute drehten die Strahlen ab. (Man)
   Man drehte die Strahlen ab.

4. Wie wurde die junge Dame gerettet? (die jungen Leute)
   Wie wurden die jungen Leute gerettet?

5. Der Raumfahrer landete auf dem Mars. (die Raumfahrer)
   Die Raumfahrer landeten auf dem Mars.

6. Ein junger Mann flog durch den Weltraum nach dem Mond. (junge Männer)
   Junge Männer flogen durch den Weltraum nach dem Mond.

7. Was hattet ihr vor? (du)
   Was hattest du vor?

8. Konntet ihr euch ein Boot mieten? (er)
   Konnte er sich ein Boot mieten?

9. Er fing ihn mit seinen Strahlen ab. (die Marsleute)
   Die Marsleute fingen ihn mit ihren Strahlen ab.

10. Sie brachte ihn in eine grosse Höhle. (Die Jungen)
    Die Jungen brachten ihn in eine grossee Höhle.

b. verbs with separable prefixes

Given five German sentences containing verbs with separable prefixes in infinitive or participial form, the student should be able to restate the sentence in the present tense placing the prefix in the proper position in the sentence three out of five times.

examples:

1. Wir werden sie abfangen.
   Wir fangen sie ab.

2. Ich werde die Strahlen abdrehen.
   Ich drehe die Strahlen ab.

3. Sie werden die Lampe andrehen.
   Sie drehen die Lampe an.

4. Wirst du es ihr ausrichten?
   Richtest du es ihr aus?

5. So hab' ich's mir vorgestellt.
   So stelle ich's mir vor.

c. time-before-place sequence of adverbs.

Given ten German sentences followed by an adverbial expression of time, the student should be able to restate the sentence inserting the time expression in proper sequence six out of ten times.

examples:

1. Wir waren in den Kammerspielen. (abend) (Samstag)
   Wir waren Samstag abend in den Kammerspielen.

2. Sieht sie nicht reizend aus? (heute)
   Sieht sie heute nicht reizend aus?

3. Vielleicht ist sie nicht fertig geworden. (rechtzeitig)
   Vielleicht ist sie nicht rechtzeitig fertig geworden.

4. Wir haben Hühnchen mit Reis gegessen. (gestern)
   Wir haben gestern Hühnchen mit Reis gegessen.

5. Jeder Platz war besetzt. (heute)
   Jeder Platz war heute besetzt. or Heute war jeder Platz besetzt.

6. Warum gehen wir nicht in den Staatpark. (zuerst)
   Warum gehen wir nicht zuerst in den Staatpark?

7. Wir gehen ins Park-Cafe. (danach)
   Wir gehen danach ins Park-Cafe. or
   Danach gehen wir ins Park-Cafe.

8. Kann er mit dir nach Hause fahren? (Morgen)
   Kann er morgen mit dir nach Hause fahren?

9. Ich dass meinen Onkel vom Flugplatz abholen. (um sechzehen Uhr)
Ich dass meinen Onkel um sechzehn Uhr vom Flugplatz abholen

10. Ich werde arbeiten. (diesen Sommer)
Ich werde diesen Sommer arbeiten.

d. subordinate clause - word order.
(weil, dass, wenn)

Given ten pairs of German sentences and a subordinate conjunction, the student should be able to form a complex sentence using correct word order six out of ten times.

examples:

1. Peter war gestern nicht hier.
Er war krank. (weil)

Peter war gestern nicht hier, weil er krank war.

2. Inge konnte nicht arbeiten.
Sie war krank. (weil)

Inge konnte nicht arbeiten, weil sie krank war.

3. Wir können froh sein.
Er hat das Geld bei sich. dass

Wir können froh sein, dass er das Geld bei sich hat.

4. Sind Sie nicht froh? Wir sind mit dem Wagen gefahren. dass
Sind Sie nicht froh, dass wir mit dem Wagen gafahren sind?

5. Es tut mir leid. Du bist nicht zum Frühstück gekommen. (dass)
Es tut mir leid, dass du nicht zum Frühstück gekommen bist.

6. Er soll mich anrufen.
Er kommt nach Hause. (wenn) Er soll mich anrufen, wenn er nach Hause kommt.

7. Wir essen.
Wir sind hungrig. (wenn)

Wir essen, wenn wir hungrig sind.

8. Du kannst nicht mit mir fahren.
Ich muss meinen Onkel vom Flugplatz abholen. (weil)

Du kannst nicht mit mir fahren, weil ich meinen Onkel vom Flugplatz abholen muss.

9. Ich freue mich.
   Ich werde drei Mark die Stunde verdienen. (dass)

   Ich freue mich, dass ich drei Mark die Stunde verdienen werde.

10. Du weisst es nicht.
    Er hat es dir nicht gesagt.

    Du weisst es nicht, weil er es dir nicht gesagt hat.

e. adjectives--accusative singular constructions.

Given ten German sentences containing accusative singular adjective constructions and indicating a noun change, the student should be able to restate the sentence with the correct adjective construction six out of ten times.

examples:

1. Sie trägt heute ein neues Kleid. (der Hut)
   Sie trägt heute einen neuen Hut.

2. Soll ich dir ein kühles Getränk bringen? (der Trunk)
   Soll ich dir einen kühlen Trunk bringen?

3. Weisst du wo ich letzten Samstag war? (das Jahr)
   Weisst du wo ich letztes Jahr war?

4. Wir haben eine kleine Forelle gefangen. (der Fisch)
   Wir haben einen kleinen Fisch gefangen.

5. Er hat einen grossen Löwen geschossen. (die Löwen)
   Er hat eine grosse Löwen geschossen.

6. Ihr habt euch ein altes Boot gemietet. (der Kahn)
   Ihr habt euch einen alten Kahn gemietet.

7. Erikas Onkel hat ein schönes Gut. (der Bauernhof)
   Erikas Onkel hat einen schönen Bauernhof.

8. Sie ist durch die Wiese geritten. (der Wald)
   Sie ist durch den Wald geritten.

9. Ein Mann flag durch die Luft. (der Weltraum)
   Ein Mann flog durch den Weltraum.

10. Wir bestellen uns frischen Kuchen. (die Milch)
    Wir bestellen uns frische Milch.

4-10

The following suggestions for evaluation pertaining to objectives four through ten appear without examples. Since the foregoing sections of the guide along with the teachers' manual contain precise procedures to follow, it would be repetitious to include examples where the objectives are essentially the same and only the topics and vocabulary are somewhat varied.

4. The student should be able to respond accurately and in oral form
   a. to questions based on dialogue

   Given ten questions based on dialogue, the student should be able to give an appropriate answer in correct German sixty percent of the time.

   b. factual questions based on dialogue

   Given ten factual questions based on conversations and requiring minimal variation in structure, the student should be able to give an appropriate response in correct German six out of ten times.

   c. personal questions based on conversations

   Given five personal questions based on conversations and requiring minimal variation in structure, the student should be able to give an appropriate response in correct German three out of five times.

   d. and to ask directed questions based on structures learned

   Given the instructions to ask a particular question of the classmate or the teacher, the student should be able to state three out of five questions accurately.

5. The student should be able to recognize visually and to read aloud sentences consisting of materials mastered orally.

   Given ten sentences which consist of a recombination of previously learned materials, the student should be able to read aloud the critical graphemes with at least seventy percent accuracy in pronounciation and intonation.

6. The student should be able to reproduce in written form selected sentences learned orally.

   Given from dictation five selected questions and answers with the questions only repeated, the student should be able to write the answers with sixty percent accuracy with respect to spelling and the capitalization of all nouns and the pronouns which denote the polite form.

7. The student should be able to manipulate learned structures in written exercises.

   Given in written form any of the foregoing oral exercises in structure, the student should be able to manipulate the same structures in written form with the same degree of accuracy.

8. The student should be able to respond accurately in written form to questions based on dialogues or conversations.

   Given five written questions based on dialogues or conversations, the student should be able to write an appropriate answer in correct German three out of five times.

9. The student should be able to write somewhat longer, more complex structured sentences, perhaps in short paragraphs
   (guided summaries as in review conversations)

   Given a conversation covering a range of grammatical structures and vocabulary studied in previous units, the student having read the conversation silently and/or orally, and having covered orally questions pertaining to the conversation, the student should be able to write a guided summary in complete German sentences with sixty percent accuracy.

10. The student should be able to recombine with more frequency and ease learned structures and vocabulary orally.

    Given a topic sentence followed by a series of questions, the student should be able to prepare and present an oral report based on materials learned, with seventy percent accuracy in structure and vocabulary.

11. The student should be able to read and comprehend selections with some unfamiliar words understood from context.

    Given a passage of selected prose consisting of a recombination of learned structures with several unfamiliar words introduced and given ten questions pertaining to the passage, the student should be able to give an appropriate answer to seven out of ten questions.

12. The student should be able to recognize in context similarities in vocabulary between German and English.

12. (continued)

Given ten German sentences with a cognate underlined, the student should be able to write in the space provided the related English word for nine of the ten sentences.

example:

Es kostet drei Mark fünfzig Pfennig. penny

other related words:

1. Affen - apes
2. arrangiert - arranged
3. bringen - bring
4. Dekorationen - decorations
5. Ende - end
6. Erde - earth
7. Felder - fields
8. Film - film (movie)
9. finden - find
10. fischen - to fish
11. Fische - fish
12. Fuchs - fox
13. hat - has
14. Hausnummer - house number
15. heiss- hot
16. Hotel - hotel
17. interessant - interesting
18. Jahr - year
19. Karpfen - carp
20. Monat - month
21. Mond - moon
22. Museum - Museum
23. Pfennig - penny
24. Planet - planet
25. Platz - place
26. Radio - radio
27. Rakete - rocket
28. Reis - rice
29. reiten - ride
30. Schiffe - ship
31. Sonntag - Sunday
32. Telefonnummer - telephone number
33. Tiger - tiger
34. Traktor - tractor
35. tropisch - tropical
36. wunderbar - wonderful

13. The student should be able to use with more facility structures which differ from those of his own language.

Given five questions based on previously learned materials and given three possible responses, the student should be able to select an appropriate response with sixty percent accuracy.

examples:

1. Soll ich dir ein kühles Getränk bringen?
    a. Sie könnte nicht besser sein.
    *b. Danke bestens.
    c. Viel Vergnügen beim Tanz!

2. Gab's da etwas Interessantes?
    a. Und wie! Durch den Wald und über die Felder.
    b. Ja, sie sieht heute abend reizend aus.
    *c. Es wurde nichts Besonderes gegehen.

3. Was hattet ihr vor?
    *a. Wir waren auf der Jagd.
    b. Viel Vergnügen!
    c. Der hat einen grossen Bauernhof.

4. Kann ich heute mit dir fahren?
    a. Ich werde diesen Sommer arbeiten.
    b. Richtig! Dort können wir um Auskunft bitten.
    *c. Leider geht das nicht.

5. Wann kommt ihr von den Ferien zurück?
    a. Ich freue mich schon lange darauf.
    b. Sie schwärmt so für das Meer.
    *c. Soviel ich weiss, am Ende August.

14. The student should be able to show increased familiarity with German customs and culture. He should be aware of German--American cultural differences with respect to:

a. letter-writing
    1. form and style
    2. capitalization of familiar pronouns
    3. salutations: Herzlichst; Hochachtungsvoll; Viele Grüsse und Küsse: Grüsse und Küsse; Alles Gute; Bestens; Für heute, viele Grüsse.

b. Mode of travel
    1. train travel used more frequently in Germany than in USA
    2. first, second and third class accommodations

c. length and frequency of vacations

d. variations in spelling of surnames
Schroeder - Schröder
Goethe - Göthe
Mueller - Müller

German Department

Course Number 382120 Intermediate German B

Course Description:

Intermediate German B places emphasis on reading and some writing, while continuing and broadening the skills of understanding and speaking. These skills are developed through expanded vocabulary and more complex structures as they relate to life in a German community. Topics include the home, school, community recreation and travel.

Student Characteristics:

Intermediate German B is available to any student who has successfully completed Intermediate German A

or

any student who demonstrates adequate performance of the objectives in Intermediate German A.

Administrative Requirements:

1) a maximum of 30 students
2) a functioning electronic classroom
3) a tape recorder and an overhead projector in the classroom
4) access to a record player, movie projector, slide and film projector, and other visual aids
5) related recorded tapes and discs
6) transparencies, flashcards and wall charts
7) sufficient number of textbooks for the students
8) supplementary readers where needed
9) a map of Germany in the classroom

Intermediate German B

Course Number 382120

Objectives of Course

1) to manipulate structure and vocabulary related to topics studied
   a) to give prompt and accurate oral responses to cues.
   b) to respond accurately in oral forms to questions based on dialogues
2) to formulate and present with reasonable fluency short oral reports.
3) to read orally with good pronounciation and intonation and in a manner to convey the thought to listeners.
4) to identify adequately the meaning of vocabulary encountered in reading through both explanation in the language and context clues.
5) to ask directed questions based on structures learned.
6) to read silently and with understanding prose selections with newly acquired vocabulary in a different context and with some unfamiliar words
7) to reproduce in written form selected sentences consisting of both learned and new materials
8) to manipulate structures in written exercises
9) to respond accurately in written form to questions based on dialogues and narratives
10) to manipulate cumulative structures and vocabulary in writing somewhat more complex sentences or short paragraphs
11) to recognize more readily in context similarities in vocabulary between German and English
12) to use with more facility structures which differ from that of his own language
13) to list several aspects of German culture which may seem unusual to an American

Suggested Content

Phonology, Morphology, Syntax, Vocabulary and culture.

Basic Text:
Holt, Rinehart and Winston, Sprechen und Lesen, chapters 1-3, 1963

Intermediate German B

Course Number 382120

Suggested Content	Suggested Resources, Materials, Media, Methods, Activities
Unit I	Unit I
1. Gebrauch des Wörterbuches — comprehending and formulating meanings in German.	1. Holt, Sprechen und Lesen pp. 2 - 18 Grammar Topic 1, p. 227 Grammar Topic 2, p. 228
2. Subject pronouns - first and second person, singular and plural, formal and informal	2. Holt, Übungsbuch II Section 1 A, p. 5 Section 1 B, p. 6 Section 7N, p. 44
3. Subject pronouns - third person singular; grammatical gender	3. Tapes: Unit I, Programs A and B
4. Idioms: a) Jetzt geht ein Licht Auf b) eine Fahrt ins Blaue c) sich des Lebens freuen d) ist gerne bereit e) nie und nimmer f) zum lachen bringen g) ausgezeichnet werden h) sich wundern	4. Teacher's Manual, Appendix B pp. 109 - 110, pp. 125 - 126 5. Scholastic Magazines: Schuss Der Roller 6. Display Photographs 7. Filmstrips 8. Proverb: Wenn man ihm den kleinen Finger gibt, will er die ganze Hand
Unit II	Unit II
1. Gebrauch des Wörterbuches — comprehending and formulating meanings in German.	1. Holt: Sprechen und Lesen pp. 20 - 36 Grammar Topic 16, p. 253 Grammar Topic 3, p. 230 Grammar Topic 26, p. 275
2. Verb-regular present tense endings; irregular second and third person singular forms	2. Holt: Übungsbuch II Section 1 D, p. 7 Section 1 E, p. 8 Section 3 E, P. 20
3. Grammatical Gender — nominative case a. definite articles b. ein - words c. dies words	3. Teacher's Manual Appendix B pp. 110-111; pp. 125-127
4. Word Order a. normal b. inverted	4. Tapes: Program 2A and 2B
5. Idioms	5. ALM Level II, Unit XII, p. 3

a. möchte..........am liebstens
b. kommt ihnen entgegenfahren
c. Reisefütter
d. sich aus der Ruhe bringen

6. Schuss
7. Der Roller
8. Display Photographs
9. Filmstrip
10. Map of Germany
11. Sprichworte: a. Der Mensch denkt, und Gott lenkt
    b. Wer sucht, der findet
12. Fairy Tale - Der Sieben Schwäne

Unit III

1. Gebrauch des Worterbuches — comprehending and formulating meanings in German
2. Word order - Ja/nein sentences
3. Nouns — nominative plural forms
   a. endings
   b. umlaut and vowel changes
4. Imperative forms
   a. second person singular informal
   b. second person plural informal
   c. second person formal
5. Idioms
   a. es wettmachen
   b. sich eingefunden
   c. Er war mit heiler Haut davon gekommen

Unit III

1. Holt: Sprechen Und Lesen pp. 38 - 56
   Grammar Topic 27, p. 279
   Grammar Topic 4, p. 232
2. Holt: Ubungsbuch II
   Section 1H, p. 10
   Section 1F, p. 9
   Section 2H, p. 15
3. Teachers' Manual, Appendix B, pp. 111-112; 125, 127
4. ALM Level II, Unit XII, p. 4
5. ALM Level II, Unit XIV, p. 37
6. ALM Level II, Unit XV, p. 62
7. Scholastic Magazines:
   Schuss
   Der Roller
8. Display Photographs
9. Filmstrip
10. Sprichworte:
    a. Nach Regen folgt Sonnenschein.
    b. Ende gut, alles gut.

Intermediate German B

Suggestions for Evaluation

1. The student should be able to manipulate structures and vocabulary related to topics already studied.

   a. to give prompt and accurate oral response to cues

   noun-pronoun agreement using definite articles:

   Given orally six German sentences each containing a noun preceded by a definite article in the nominative case, the student should be able to replace the noun with the correct third person singular pronoun four out of six times.

   examples:

   1. teacher: Wo steckt der Schlüssel?
      student: Wo steckt *er*?

   2. teacher: Wo ist die Landkarte?
      student: Wo ist *sie*?

   3. teacher: Wo liegt das Buch?
      student: Wo liegt es?

   4. teacher: Wie gefällt dir der Rock?
      student: Wie gefällt er dir?

   5. teacher: Wo schmeckt das Essen viel besser?
      student: Wo schmeckt *es* viel besser?

   6. teacher: Woher ist der Gast?
      student: Woher ist er?

   noun-pronoun agreement using *dies*-words.

   Given six pairs of German sentences each containing a noun preceded by a *dies* - word in the nominative case, the student should be able to restate the sentences supplying the appropriate third person singular pronoun in the second sentence four out of six times.

   examples:

   1. Dieses Kleid steht mir nicht. Dieses Kleid ist zu lang.
      Dies Kleid steht mir nicht. *Es* ist zu lang.

   2. Dieser Wagen gefällt mir nicht. Dieser Wagen ist zu gross.
      Dieser Wagen gefällt mir nicht. *Er* ist zu gross.

3. Dieses Bild gehört mir nicht. Dieses Bild gehört meiner mutter.
   Dies Bild gehört mir nicht. Es gehört meiner mutter.

4. Diese Bluse ist weiß. Diese Bluse wird leicht schmutzig.
   Diese Bluse ist weiß. Sie wird leicht schmutzig.

5. Dieser Regenschirm ist sehr praktisch.
   Dieser Regenschirm ist ein knirps.
   Dieser Regenschirm ist sehr praktisch. Er ist ein Knirps.

6. Dieses Gasthaus liegt sehr hübsch. Dieses Gasthaus liegt in den Bergen.
   Dieses Gasthaus liegt sehr hübach. Es liegt in den Bergen.

noun-pronoun agreement using ein - words

Given five pairs of German sentences with an ein - word modifying the subject noun, and given an indicated noun change, the student should be able to restate the sentence pair giving the correct pronoun replacement in the second sentence three out of five times.

examples:

1. Wo ist mein Badeanzug? Ist mein Badeanzug untem Bett?
   Wo ist mein Badeanzug? Ist er untem Bett?

2. Sein Buch liegt auf dem Pult. Sein Buch ist nicht offen.
   Sein Buch liegt auf dem Pult. Es ist nicht offen.

3. Meine Mutter hat einen Kuchen gebacken.
   Meine Mutter bacht gut.
   Meine Mutter hat einen Kuchen gebacken. Sie bäckt gut.

4. Ein Wagen kostet viel Geld. Ein Wagen ist teuer.
   Ein Wagen kostet viel Geld. Er ist teuer.

5. Deine Badehose ist im schrank. Deine Badehose ist nicht mehr naß.
   Deine Badehose ist im Schrank. Sie ist nicht mehr noß.

subject - very agreement

Given six German sentences with a new subject indicated for each sentence, the student should be able to restate the sentence using the appropriate form of the verb to agree with the new subject four out of six times.

examples:

Wir fahren früh ab.
1. (ich) Ich fahre früh ab.

2. (Meine Schwester) Meine Schwester fährt früh ab.

3. (Er) Er fährt früh ab.

4. (Lisa) Lisa fährt früh ab.

5. (Herr und Frau Müller) Herr und Frau Müller fahren früh ab.

6. (Ihr) Ihr fahrt früh ab.

word order - Ja/nein type questions

Given five German sentences, the student should be able to restate the sentences in the form of Ja/nein type questions using correct word order four out of five times.

examples:

1. Er besucht ihn jeden Tag im Krankenhaus.
Besucht er ihn jeden Tag im Krankenhaus?

2. Du ißt dein Frühstück zu Hause.
Ißt du dein Frühstück zu Hause.

3. Sie kommen gerne zu Besuch.
Kommen sie gerne zu Besuch?

4. Ihr Habt keine Angst.
Havt ihr keine Angst?

5. Sie werden viel schwimmen.
Werden sie viel schwimmen?

Given five Ja/nein type questions, the student should be able to restate them in sentence form using correct word order four out of five times.

examples:

1. Dürft ihr ins Kino gehen?
Ihr dürft ins Kino gehen.

2. Fährst du morgen ins Freie?
Du fährst morgen ins Freie.

3. Spielen Kinder gerne Ball?
Kinder spielen gerne Ball.

4. Trinkt er viel Milch?
Er trinkt viel Milch.

5. Finden wir hier viel Erdbeeren?
Wir finden hier viel Erdbeeren.

Word order - inversion

Given five German sentences in normal word order and given the instruction to begin the sentence with some specific sentence part other than the subject, the student should be able to state the sentence in correct inverted word order three out of five times.

examples:

1. Ich habe schon einen blauen Pullover.
Einen blauen Pullover hab' ich schon.

2. Ich verdiene drei Mark die Stunde bei meinem Bruder.
Bei meinem Bruder verdiene ich drei Mark die Stunde.

3. Fritz hat nichts als ein paar kleine Fische gefangen.
Nichts als ein paar kleine Fische hat Fritz gefangen.

4. Wir haben nichts für diesen Schwan.
Fur diesen Schwan haben wir nichts.

5. Es geht jedesmal besser.
Jedesmal geht es besser.

noun-plurals

Given a set of ten singular nouns, each with a definite article, the student should be able to give the appropriate plural forms six out of ten times.

examples:

	Singular	plural
1.	das Bild	die Bilder
2.	der Regenschirm	die Regenschirme
3.	die Kirche	die Kirchen
4.	das Getränk	die Getränke
5.	die Schlange	die Schlangen
6.	der Schluss	die Schlüsse
7.	das Dach	die Dächer
8.	das Auge	die Augen
9.	die Bude	die Buden
10	der Mensch	die Menschen

Given a set of ten plural nouns, the student should be able to give the appropriate singular form with the definite article six out of ten times.

	Plural	Singular
1.	die Plastiken	die Plastik
2.	die Arme	der Arm
3.	die Füss	der Fuss
4.	die Zehen	die Zehe
5.	die Gesichter	das Gesicht
6.	die Bücher	das Buch
7.	die Klassen	die Klasse
8.	die Stufen	die Stufe
9.	die Reisen	die Reise
10.	die Nachmittage	der Nachmittag

imperative forms

Given three groups of four sentences each, the student should be able to restate the sentences in the three different forms of the imperative according to the instructions given eight out of twelve times.

examples:

a) restate the following sentences making them correct for use with Herr Braun.

1. Bleib zu Hause!
   Bleiben Sie zu Hause!

2. Steh auf!
   Stehen Sie auf!

3. Kauf ihn nicht!
   Kaufen Sie ihn nicht!

4. Tue das heute nachmittag!
   Tun Sie das heute nachmittag!

b) restate the following sentences making them correct for use with Peter und Inge.

1. Fange an zu sprechen!
   Fangt an zu Sprechen!

2. Bring ihm etwas Milch!
   Bringt ihm etwas Milch!

3. Verliere sie nicht!
   Verliert sie nicht!

4. Sag das nicht!
   Sagt das nicht!

c) restate the following sentences making them correct for use with Ruth.

1. Sehen Sie mal!
Sieh mal!

2. Versuchen Sie das mal!
Versuch das mal!

3. Erzählen Sie von der Waldhütte!
Erzähl von der Waldhütte!

4. Verabschieden Sie sich!
Verabschiede dich!

d) to respond accurately in oral form to questions based on dialogues and narratives.

Given six questions based on conversations studied, the student should be able to respond with an appropriate answer in correct German using proper pronounciation and intonation four out of six times.

examples:

1. Warum will Gisela morgen nicht schwimmen gehen?
Hertha Buchholz geht morgen schwimmen und Gisela ist nicht gern wo sie ist.

2. Worauf ist Löwchen gelandet?
Er ist auf Georgs Fahrrad gelandet.

3. Wo haben sich Emil und Heinz eine Stellung verschafft?
Sie haben sich eine Stellung in der Molkerei Schmidt verschafft.

4. Wo steht die Michaelis Kirche?
Sie steht ganz dahinten.

5. Was wird in der grossen Pause getanzt?
Der Tanz der Maikönigin wird in der großen Pause getanzt.

6. Was frisst Bürschle, der Hund, zu Abend?
Zum Abendessen bekommt er Erdbeeren mit Schlagsahne.

Given three questions from any reading selection studied, the student should be able to respond readily in correct German two out of three times.

examples:

1. Wo sieht man häufig Wagen mit Zeitungen, Zeitschriften, Büchern, Postkarten, und Reiseliteratur?
   auf grösseren europäischen Bahnhöfen.

2. Was sieht man auf dem Wagen?
   Zeitungen, Zeitschriften, Bücher, Postkarten, und Reiseliteratur.

3. Wer schiebt Wagen an den Zügen entlang?
   Die Verkäufer

4. Wer lehnt sich aus dem Fenster?
   die Fahrgäste

5. Woraus lehnen sich die Fahrgäste? aus den Fenstern der Eisenbahnwagen.

6. Was kaufen sie sich gerne?
   das neuste von gestern und heute

7. Was für Wagen gibt es sonst noch?
   Wagen mit Sussigkeiten, Fruchten, Getränken und warmen Würstchen und Rauchwaren

8. Nennen Sie drei Getränke.
   Kaffee, Tee, Limonade (Milch, Wasser, Orangensaft)

9. Was hört man durch den Lärm des Bahnhofs?
   die Stimmen der Verkäufer

10. Wodurch hört man die Stimmen der Verkäufer?
    durch den Lärm

2. The student should be able to formulate and present with reasonable fluency short oral reports.

   Given a topic sentence based on previously learned materials, the student should be able to present a short oral report with reasonable fluency and with sixty percent accuracy in the manipulation of structures.

   examples:

   1) Vati kommt von der Reise zurück.

   2) Ich bin ein Radioamateur.

   3) Wir gehen heute ins Kunstmuseum.

   4) Ich arbeite im Sommer in einer Molkerei.

   5) Meine Freundin will sich einen Rock kaufen.

6) Meine Kusinen machen eine Reise in ihrem Volkswagen.

7) Ich bekam eine Postkarte aus Lübeck.

8) Wir gehen zu einem Fussballspiel.

9) Mein Lieblingssport ist Reiten.

10) Ich treffe meine Freunde nach der Schule.

3. The student should be able to read orally, in such a manner as to convey the thought to listeners.

Given a reading passage, the student will indicate by fluency, proper pronounciation and intonation his degree of comprehension of the selection. This requires at least seventy percent accuracy in these areas.

4. The student should be able to identify adequately the meaning of vocabulary encountered in reading through both explanation in the language and context clues.

Given ten pairs of sentences, each pair containing a selected word from the vocabulary list, the student should be able to select from each pair that sentence which uses the word correctly six out of ten times.

1) Er hat sich den arm gebrochen. nein
Er hat kein Geld, er ist arm. Ja

2) Wir schicken den Brief per Post. Ja
Wir schicken das Glas auf den Tisch. nein

3) Das Dach schutzt das Haus vor Regen Ja
Das Dach ist sehr mude. nein

4) Sonntag gehen wir in die Kirche. Ja
Die Kirche schmeckt gut. nein

5) Leise fiel der Schnee zur Erde. Ja
Der Wagen hupte leise im starken Verkehr. nein

6) Wir segeln auf dem See. Ja
Wir segeln auf dem Pferd. nein

7) Die Schlange kriecht auf dem Boden. Ja
Die Schlange fliegt wie ein Vogel nein

8) Er ist ein prima Schachspieler. Er hat jedes Spiel verloren. nein
Er spielt prima Klavier. Er hat sogar einen Preis gewonnen. Ja

9) Das Wetter ist fabelhaft. Es regnet den ganzen Tag. nein
Das Wetter ist fabelhaft. Die Sonne scheint den ganzen Tag. Ja

10) Wir spielen auf dem Hof Fussball. Ja
Der Hof kommt heute. nein

or

Given a short oral passage and a written statement, the student should be able to determine whether the two statements agree or disagree in meaning three out of five times.

examples:

1) oral: Die jungen Leute haben ein festes Reiseziel. Es ist Salzburg, in den schönen österreichischen Bergen.

written: Die Jungen machen eine Fahrt ins Blaue. Ja [✓ Nein]

2) oral: Emil will auf der Landkarte nachsehen, wie weit es noch bis Salzburg ist. Aber so einfach ist es in diesem Durcheinander nicht, die Karte zu finden — besonders wenn man sie gar nicht mitgebracht hat.

written: Emil hat die Landkarte nämlich im Hotel liegen lassen. [✓ Ja] Nein

3) Written: Die Mädchen haben grosse Mühe, durch die Menge hindurch zu kommen, da jede einen schweren Koffer mit sich schleppen muss. Sie sind schon erschöpft, ehe die Reise beginnt.

written: Die Mädchen sind durchaus nicht müde. Ja [✓ Nein]

4) Oral: Erna in ihrer Begeisterung möchte immer weiter füttern, auch als von ihrem mitgebrachten Brot nichts mehr übrig ist. Deshalb bittet sie Kurt zum Häuschen zu laufen und etwas Zwieback zu kaufen.

written: Erna sieht gar nicht ein, warum sich diese grossen Vögel ihr Futter nicht selber suchen können. Ja [✓ Nein]

5) Oral: Eben haben Martin und seine Mutter das Opernhaus verlassen. Sie haben keine Aufführung gesehen, sondern sie haben Karten gekauft.

written: Martin und seine Mutter haben eben eine Aufführung gesehen.

Ja [✓ Nein]

5. The student should be able to ask directed questions based on structures learned.

Given the instruction to ask of another student a question based on previously learned materials, the student should be able to phrase the question correctly three out of five times.

examples:

1) Teacher: Fragen Sie Hans, ob er gern schwimmt.
Student: Hans, schwimmst du gern?

2) Teacher: Fragen Sie Marie, ob sie müde ist.
Student: Marie, bist du müde?

3) Teacher: Frgen Sie Wolfgang, ob er sich einmal den Fuss verrenkt hat.
Student: Wolfgang, hast du dir einmal den Fuss verrenkt?

4) Teacher: Fragen Sie Berta, welche Farbe ihr am besten gefällt.
Student: Berta, welche Farbe gefällt dir am besten?

5) Teacher: Fragen Sie die Lehrerin, warum sie nicht in die Kammerspiele gehen konnte.
Student: Fräulein Pettenkoffer, warum konnten Sie nicht in die Kammerspiele gehen?

6. The student should be able to read silently and with understanding prose selections with newly acquired vocabulary in a different context and with some unfamiliar words.

Given a prose selection to read silently, followed by a series of ten questions based on this selection, the student should be able to choose with sixty percent accuracy, the word, phrase or clause which specifically answers each question.

examples:

1) Wo war das kleine Eckcafé?
in der Nähe der höheren Schule.

2) Was war das kleine Eckcafé?
ein beliebter Sammelplatz der Bande.

3) Was war einladend?
die hübschen, bunten, Sonnenschirme und die weiss gestrichenen Stühle an den runden Tischen.

4) Wann traf man sich hier gerne?
nach der Arbeit der Schule

5) Wer hatte sich wieder einmal eingefunden?
Erika und Renate, Ludwig und Rudi

6) Auf wen warteten sie noch?
auf Käte

7) Warum hatte sie nicht früher hier sein können?
weil sie ihren neuen Rock von der Schneiderin hatte abholen müssen.

8) Auf was wurden die anderen Mädchen sofort aufmerksam?
auf diesen neuen Rock

9) Was bewunderten sie?
den Stoff, die Machart und den guten Sitz.

10) Was wussten die Jungens nur zu sagen?
daß sie fabelhaft darin aussehe.

7. The student should be able to reproduce in written form selected sentences consisting of both new and learned materials.

Given from dictation five selected sentences, the student should be able to write the sentences with sixty percent accuracy with respect to spelling, umlauted words, capitalization of nouns and those items which appear in the polite form.

8. The student should be able to manipulate structures in written exercises.

Given any of the examples in part 1a of this section of the guide, the student should be able to manipulate the same structures in written form with the same degree of accuracy.

9. The student should be able to respond in written form to questions based on conversations or narratives studied.

Given five questions based on facts contained in conversations or narratives studied, the student should be able to respond with an appropriate answer in correct German three out of five times.

examples:

1) Wie sehen "Männer" manchmal auf modernen **Bildern** dass?
Manchmal sehen "Männer" wie Raumraketen aus.

2) Beschreiben Sie Emil.
Er ist ein bisschen sorglos und kein
Fanatiker der Ordnung.

3) Wie nennt man zum Spass das was man auf der Reise isst?
Man nennt das (es) Reisefutter.

4) Was gibt diesem Teich seinen besonderen Reiz?
Die Schwäne die auf ihm hin-und hergleiten geben diesem Teich
seinen besonderen Reiz.

5) Wozu wollten Martins Eltern seine Freunde einladen?
Sie wollten Martins Freunde zu seiner Geburtstagsfeier einladen.

10. The student should be able to manipulate cumulative structures and vocabulary in writing somewhat more complex sentences or short paragraphs.

Given a list of key words pertinent to a picture in the text, the student should be able to write a brief description of the picture with at least sixty percent accuracy of vocabulary and structure.

11. The student should be able to recognize more readily in context similarities in vocabulary between German and English.

Given twelve German sentences, each with a cognate underlined, the student should be able to write in the space provided, the related English word for eleven of the twelve sentences.

examples:

Der schöne Schwan schwimmt auf dem See. swan

other related words:

1) Bande - band, group
2) Benzin-benzine (gas)
3) Bude-Booth
4) Ding-thing
5) Dinosaurus-dinosaur
6) Eis-ice, ice cream
7) fabelhaft-fabulous
8) Faust-fist
9) Fliegen-fly
10) Füsse-feet
11) Geist-ghost(spirit)
12) halten-halt or hold
13) Hund-hound (dog)
14) Idee-idea
15) Kirche-church, kirk
16) König-king
17) Landschaft-landscape

13. The student should be able to list aspects of German culture which may seem unusual to an American.

When directed to do so, the student should be able to list at least six aspects of German culture which may vary in lesser or greater degree from the American culture.

examples:

1) Deutsche Schrift (German writing)
2) Deutsche Schulbänke (school benches-two students per seat)
3) German students rise when teacher enters classroom.
4) International Traffic Signs
5) Names of parks such as Wilhelmspark—streets, parks and public places are named after former kings, emperors, members of the military, aristocracy, literature and politics.
6) Dirndl — type of dress which always has an apron attached
7) Operas and theaters
   a. owned and operated by state
   b. several plays or operas are performed throughout the same week.
8) Man walks on lady's left — man's sword was worn on left and drawn with right hand
9) Schneiderin (dressmaker) typical in life of the German woman
10) Fussball- German national sport, such as American baseball
11) German bed and bedding
12) Plucking Daisies - He loves me, he loves me not.
    Er liebt mich
       von Herzen
       mit Schmerzen
       uber alle Massen
       ein wenig
       gar nicht
13) large table - most always found in German living room
14) outdoor cafes
15) train travel - most popular mode of travel in Germany

18) leicht-light, easy
19) Mensch-man (human)
20) modern-modern
21) nervös-nervous
22) Pause-pause
23) Postkarte-postcard
24) prima-prime, first, excellent
25) Schwan-swan
26) Stall - stall
27) Turm-tower
28) Welt-world

12. The student should be able to use with more facility structures which differ from that of his own language.

Given five questions and/or statements, and given three possible completions, the student should be able to select an idiom to appropriately complete the question or statement three out of five times.

examples:

Which idiomatic expression best completes the statement

1) Soll man sich bei modernen Bildern oder Plastiken _ _ _ _ _ _ _ _ _ vorstellen?
a. etwas Besonderes
*b. überhaupt etwas
c. etwas definitives

2) Seit wann ist Thea bei euch?
a. so ähnlich
*b. seit acht Tagen
c. nie und nimmer

3) Die A Klasse hat eben den elften Ball gemacht. Was versucht die B Klasse zu tun?
*a. es wettzumachen
b. sie aus der Ruhe zu bringen
c. es tut ihm leid.

4) Detlev möchte wissen, wann Onkel Christoph wieder zu Besuch kommt. Was tut Bodo über diese Frage?
a. Er war mit heiler Haut davon gekommen.
*b. Er wundert sich darüber.
c. Er ist gerne bereit.

5) Rolf ist müde, aber das gesteht man
*a. nie und nimmer
b. zum Lachen bringen
c. ausgezeichnet werden